

DOCUMENT RESUME

ED 400 030

JC 960 640

AUTHOR Cowen, Sonia S.
TITLE Update Report: New Mexico State University at
Carlsbad. Addendum to the "Report" (Books I-IV).
INSTITUTION New Mexico State Univ., Carlsbad.
PUB DATE Aug 95
NOTE 89p.; For all five volumes of this report, see JC 960
636-639.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Accreditation (Institutions); Administrative
Organization; Advisory Committees; *College Planning;
Community Colleges; Faculty Development;
Institutional Advancement; *Institutional Evaluation;
Institutional Mission; Multicampus Colleges;
*Organizational Objectives; Program Improvement; Two
Year Colleges
IDENTIFIERS *New Mexico State University Carlsbad

ABSTRACT

In February 1995, New Mexico State University's two-year branch campus at Carlsbad (NMSU-C) submitted a report to the North Central Association (NCA), responding to a 1992 accreditation visit and consisting of four books: (1) responses to NCA concerns and suggestions; (2) evidence of NMSU-C's fulfillment of NCA accreditation requirements and criteria; (3) appendixes; and (4) a plan for assessing student achievement. This report presents an update to the February report, describing the status of initiatives that have been implemented or are in-progress in preparation for a follow-up focus visit. Following a review of the process used in preparing the original report and the update, a general overview of progress made at the college from 1993 to 1995 is provided. The reports then provide specific updates for six NCA concerns and three suggestions addressed in Book One, evidence of fulfillment of one criteria and updated institutional data forms from Book Two, an updated organizational chart from Book Three, and two updated elements from the assessment plan in Book Four. Appendixes provide an information systems plan; a memo describing procedures for program review at the college, including a review cycle through the year 2000; a sample course description form; orientation materials for nursing faculty; a 1994-95 travel budget by department; minutes from a faculty development task force meeting; college guidelines for hiring faculty; updated NCA institutional data forms for spring 1995; and an updated organizational chart. (HAA)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

**UPDATE REPORT:
NEW MEXICO STATE UNIVERSITY AT CARLSBAD**

Addendum to the Report (Books I-IV)

Submitted to the North Central Association of Colleges and Schools
in February, 1995



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

S.S. Cowen

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC).

In Preparation for an On-Site Focus Visit
Initially Scheduled for April 3-4, 1995,
and Rescheduled for September 11-13, 1995

By Sonia S. Cowen, Ph.D., Associate Provost for Instruction
August, 1995

UPDATE REPORT: NEW MEXICO STATE UNIVERSITY AT CARLSBAD -

Addendum to the Report (Books I-IV)

Submitted to the North Central Association of Colleges and Schools

in February, 1995,

In Preparation for an On-Site Focus Visit

Initially Scheduled for April 3-4, 1995, and

Rescheduled for September 11-13, 1995

August, 1995

Earlier this academic year, the campus community of New Mexico State University at Carlsbad prepared and submitted a *Report* for the North Central Association. The *Report* consisted of four books, titled *Book One: Focus Visit*; *Book Two: General Institutional Requirements and Criteria--College Progress 1992-1995*; *Book Three: Appendix to Books One and Two*; and, *Book Four: Plan for Assessment of Student Achievement*. The Basic Institutional Data Forms were included in *Book Two*, as pages 112 through 133.

The *Report* was supplemented by a copy of the 1995-96 *Undergraduate Catalog for New Mexico State University*, which lists the full curriculum of 100- and 200-level courses approved for enrollment on the University's four branch campuses. The Carlsbad campus of New Mexico State University is currently in production of a new two-year *Catalog*, which will be available to students and the community at the beginning of the Fall 1995 Semester.

In December of 1994, the administration of New Mexico State University at Carlsbad, after consultation with its faculty and staff, asked that it be given the opportunity by the North Central Association to expand the purposes of the scheduled focus visit to include consideration of extending the cycle and date of the campus' next full self-study. Although the campus community understood clearly that any evaluation team has the opportunity to suggest the date of the campus' next site visitation, it remained the hope of the campus community that the campus be recommended for an extension of its cycle for its next full self-study from seven to ten years. Thus, the campus prepared and submitted *Book Two* of the *Report*, which addresses the NCA's *General Institutional Requirements and Criteria* in terms of the progress made on this campus since its full *Self-Study* and on-site evaluation in 1992; *Book Two*

reflects enhancements far beyond those made in direct response to the concerns and suggestions driving the focus visit postponed in April of 1995, and rescheduled for September 11-13, 1995.

The purpose of this document, titled *Update Report*, is to provide the evaluators who will be visiting the New Mexico State University at Carlsbad campus, as well as the directors of the North Central Association of Colleges and Schools and other interested people, with a status report of the work executed or still in progress since the time the original *Report* and its four *Books* were submitted to the North Central Association and its evaluators in January of 1995.

Overview of Progress

Following the North Central Association's on-site visit of New Mexico State University at Carlsbad in 1992, the campus community prepared for a focused visit by the Association in 1995. With the guidance of the Provost, the campus implemented a system of shared governance and on-going communication to address campus issues in general, as well as those concerns specifically identified by the Association's evaluation team. Consequently, all constituents of the Carlsbad campus--including individual members of the campus' many community advisory boards, as well as students and all full and part-time employees--have been represented and invited to participate in the proposal and implementation of changes which have affected significant improvements in (1) the institutional administration of its programs, personnel, and other resources, (2) the quality and scheduling of its academic offerings and support services, and (3) the implementation of the goals, criteria, and measures pertaining to significant student achievement outcomes for the graduates of the campus' individual courses, as well as its degree programs.

During the biennium of 1993-1995, leadership and structure in the Office of Academic Affairs at the Carlsbad campus have been enhanced significantly in order to ensure academic rigor in the delivery of instruction by both full-time faculty and part-time college instructors. Together, the Associate Provost for Instruction and the faculty implemented six major initiatives to drive the academic mission, and to complement the implementation of a successful collegiate management structure leading to the organization of the faculty and related academic programs into four unique units which now openly engage in the development of the schedule of course offerings, in the initial and continual advising of students, in the development of new courses and programs, and in a continuous planning and budgeting process for academic affairs.

Marked improvements have been realized in communications both on and off-campus. Such efforts have involved the frequent communication of administrative and academic deadlines to the campus community through regular faculty meetings, monthly Steering Committee meetings, and monthly

calendars issued to the faculty and staff. In addition, no classes are scheduled between 4:00 p.m. and 5:30 p.m. on Mondays and Wednesdays, so that all students, faculty and staff may participate in campus-wide meetings, and/or special interest meetings (e.g., Steering Committee, Student Senate, administrative, and cluster). Information generated by various offices for dissemination to faculty and college instructors outside the regular semester calendars has been mailed directly to their homes. Faculty are encouraged to assemble regularly with their clusters to discuss a variety of issues, ranging from governance and professional development to curriculum development, assessment, program review, semester schedules, and the recruitment and hire of nearly ten new full-time faculty to support the academic mission more directly and fully.

As a result, the faculty has become more involved in the identification of the means and time frames for reinvigorating and reforming NMSU-Carlsbad's curriculum. Consequently, the faculty has participated fully in the revision of current courses utilized both on the Carlsbad campus as well as on the Las Cruces campus; the magnitude of the change communicated from the branch directly to the Las Cruces campus is documented in the volume of "flimsies" considered annually. A collection of the same is contained in the *Resource Room* on the Carlsbad campus.

In addition, several faculty have begun to identify cores of common courses within cluster areas (e.g., courses common to pre-business and secretarial administration, or communication arts) which could form a general certificate program (e.g., general business, or liberal studies), with courses providing specialization in specific areas moved to the second year of an associate program (e.g., emphases in banking and accounting, or theatre and journalism). This move would eventually assist the campus in scheduling infrequently needed courses on a more reliable cycle, and would assist the faculty in recruiting "cohorts" of students into special emphasis areas of the curriculum-- with the assurance that such courses would indeed have enough enrollments to be offered with a higher degree of certainty.

During the 1994-95 academic year, the variety and breadth of the curriculum and its schedule of course offerings have been broadened. In order to better reflect changes in the curriculum and to announce its full offerings to the students, the campus has revamped the format of its *Schedule of Courses* to provide comprehensive information on both the current and upcoming semesters. The content and format of the campus *Catalog* has also been revised for the 1995-97 biennium to reflect the campus' complete academic pathways to specific certificate, associate, and transfer programs at the baccalaureate level at a number of the postsecondary institutions in New Mexico.

During the same period, the campus has witnessed the introduction of wellness courses on campus, the opening of a health room for students and employees, the development and posting of vision statements to both announce its

expectations and to assure attainment of the campus' preferred future by the Year 2000, and the development of a proposal to implement the branch-wide offering of a certificate in fire technology and an associated of applied science degree in fire science by the Fall of 1995. Programs in criminal justice, law enforcement, and early childhood education have been identified as areas the campus should consider "growing" for the next two biennia; honors and aviation courses have also been added to the curriculum.

Together, the faculty and staff have continued to focus and, at times, to redefine their primary role as one of providing quality instruction and related services at the certificate and associate levels, and to expect that the academic rigor and accountability for quality instruction, as well as significant and measurable student outcome achievement, will continue to be of importance to the employees, students, and other constituents of NMSU-Carlsbad. In addition, the Carlsbad campus as a whole has taken great strides in establishing and implementing those processes of data collection, and in identifying specific measures, which will lead to reliable, meaningful, and on-going student outcomes assessment on campus.

To this end, the faculty has been deeply and broadly engaged in the development of the campus' student assessment plan, including its four initial and primary models (i.e., at least one per each cluster), which may be easily emulated, adopted or adapted by other faculty and clusters across the campus. In turn, the Office of Student Services has created, and is in the process of implementing fully, a *student success model*, which is intended to identify students who would *benefit* from a variety of *special assistance services* on campus, to *avail them of those services*, and ultimately to *provide all entrants with open access and equal opportunities for realizing their scholastic goals*, and to *assist students in becoming economically-productive citizens*.

On-going discussions among the public postsecondary institutions of southeastern New Mexico continue to address new means to deliver baccalaureate programs on the NMSU-Carlsbad campus, to utilize its full-time faculty in the partial delivery of upper-division offerings for either New Mexico State University or Eastern New Mexico State in nearby Artesia (i.e., at a proposed higher education center), and to begin discussion on the transmission and receipt of distance delivery programs and broadcasting between other postsecondary institutions and NMSU-Carlsbad.

Lastly, the campus has realized a close alignment of the structure, processes and administrative oversight necessary to permit the institution to review itself continuously and effectively, and to respond fully to any further recommendations for improvement offered it as a consequence of the North Central Association's scheduled focus visit in September of 1995. This alignment has been keenly important to the campus as a whole, in that it intends to create and build upon a triad of excellence in instruction, scholarship, and public service.

Notes of Update: Specific Sections of the Report Published in February of 1995

This section of the *Update Report* is organized in numerical order, so that the evaluators and other readers may then place this *Update* beside the original text contained in *Books I* through *Books IV* and easily follow the changes made.

Book One: Page 11--Response to Concern Five: Institutional Research and Management Information System.

(Also responds to the original text contained in *Book Two: Page 16--Response to Criterion Two: Effective Organization of the Resources Necessary to Accomplish the Institution's Purposes.*)

By the close of the 1995 summer semester, the campus had equipped all faculty offices with electronic mail for delivery across the campus; in addition, access to Internet has been linked to a number of individual offices on campus, as well as through the Computer Center and the Library.

A long-range plan for replacing computers every four to five years, and for upgrading them every two to three years has been adopted by the campus for continued implementation through the Year 2000. A copy of the plan is contained in this *Update Report* as Appendix I. Associated costs for the implementation of this plan have been included in the budget for the 1995-96 academic year.

The Las Cruces campus has sent consultants to the Carlsbad campus to assist in the adoption of a new centralized student records program (*i.e.*, VISTA) to be implemented on the Las Cruces campus by Fall 1995 and to be soon accessible to the Carlsbad branch.

The Provost of the Carlsbad campus has taken a proactive role in seeking new opportunities for the campus to play a major role in the development of an advanced manufacturing and training center in Carlsbad. As envisioned, both monetary and human resources may be managed through the Carlsbad branch; as a result, the campus will be assisted through the hire of consultants and additional staff to develop distance delivery systems between the current physical plant of the campus and the new manufacturing and training center. In addition, the Provost has been active in responding to local requests for proposals for the training of personnel employed primarily by the Department of Energy and the Westinghouse Corporation. Such training will necessitate an enhancement of the campus' computer services and management information system.

Construction on a new phase of the campus, to house an expanded computer center and adjacent classrooms, is scheduled to begin immediately, and it is expected that the facilities may be utilized as early as January, 1995.

In response to all of these developments, the campus will, by necessity, have moved closer to a centralized management information system which will bridge both administrative and academic computing, and which may be designed to complement a more sophisticated system of institutional research and data collection.

In addition, the Library has evolved into an information center which houses not only hard copy (i.e., books and other printed material), but also electronic access to a myriad of on-line services and references. Eventually, it is conceivable that the Library and computer center will share supervision of the new computer services complex, in that users may access information through any means which best match their interests and technological skills.

Book One: Page 16--Response to Concern Eight: Program Objectives.

The 1995-97 issue of the *General Catalog* for NMSU-Carlsbad has followed a standard format in describing academic programs and the expected outcomes of the campus' graduates of selected certificate programs, and of all associate-level degree programs.

All academic programs will be reviewed on a five-year cycle. Questions contained in *Book IV*, as Appendix XII, provide a template for conducting the review of each program. In a memorandum dated May 3, 1995, and addressed to the academic cluster leaders and their associated faculty, the Associate Provost for Instruction recommended a set of standards against which the reviews should be conducted, as well as the related criteria for considering and adopting changes in the campus' curriculum through the campus' current Steering Committee structure. A copy of the memorandum, as well as written responses from the cluster leaders, are contained in this *Update Report* as Appendix II.

Book One: Page 22--Response to Concern Eleven: Planning and Budgeting.

During the 1994-95 academic year, the Associate Provost for Instruction met with the cluster leaders, both individually and as a group, to create the academic budget for the 1995-96 fiscal year. This process entailed a means of identifying all possible needs and aligning the urgency of those needs by priority to the six major initiatives which drive the college's academic

mission; the cluster leaders, in consultation with their associated faculty, then identified, by priority, five full-time faculty positions which would need to be filled for the 1995-96 academic year. In turn, the cluster leaders identified additional faculty posts to be filled in rank order as resources become available.

The overall vision statements and 1995 fiscal budget developed by each cluster are contained collectively in a document titled *Vision Statements and Budgets for Academic Affairs, 1995-96*. A copy of the same has been made available to the cluster leaders and the executive staff. Furthermore, an accounting of the resources used on a quarterly basis by each cluster will be prepared by the Assistant Provost for Business and supplied to the cluster leaders.

As a consequence of implementing the new planning and budgeting process for academic affairs, the Associate Provost for Instruction has empowered the faculty, through their cluster leaders, to play an increasingly active role in developing and monitoring the allocation of resources available for teaching personnel and instruction. In turn, the cluster leaders have assumed greater responsibility for authorizing and tracking the expenditure of funds within their clusters budgets.

Book One: Pages 22-23 --Response to Concern Twelve: Program Assessment and Evaluation Linked to Planning and Budgeting.

Through their cluster leaders, all faculty participated during the 1994-95 academic year in identifying the need for additional faculty to strengthen the consistency and quality of instruction in specific disciplines across the campus. As a result, costs associated with the recruitment and acquisition of new full time faculty were reflected in the 1995 fiscal budget proposed by the cluster leaders to the Associate Provost for Instruction in January of 1995. In turn, all full-time faculty were invited to participate in identifying those positions which needed additional full-time faculty during the 1995-96 academic year, and all full-time faculty, college instructors, students, staff, and community advisors were invited to participate in screening the applicants for those positions.

Book One: Page 31 --Response to Concern Seventeen: Program Reviews for Occupational and Transfer Programs.

All academic programs--including those commonly referred to as *occupational* and *transfer*, shall be reviewed on a five year cycle.

In the spring of 1995, the campus undertook a comprehensive review of its vocational-technical and professional studies' academic programs and support

services in preparation for an evaluation visit on April 17-20, 1995, by the New Mexico Department of Education's Vocational-Technical Programs. The results of those reviews are contained in two documents, titled *Vocational-Technical and Professional Studies' Academic Programs and Support Services Self-Study and Evaluation Visit*, and *Administration Self-Study and Evaluation Visit*. Although the New Mexico Department of Education provided the campus with an oral exit report, the campus is still awaiting a written evaluation of its vocational-technical and professional studies programs, support services, and administrative oversight. Any recommendations forthcoming, however, will be addressed through the administration, the campus Steering Committee, and the respective clusters.

In February of 1995, the campus was also evaluated through a site visit by the National League of Nursing. Both the certificate program in Practical Nursing, and the Associate of Nursing (registered nurse) program were recommended for continued accreditation, with *no recommendations for improvement*.

***Book One: Page 36 --Response to Concern Twenty-One:
Involvement of the Total College Community in Strategic Planning.***

Annually, the administration of New Mexico State University at Las Cruces requests that a long-range *Plan* developed by the Carlsbad campus be updated and submitted in August of each year to the Dean of the College of Health and Social Services, to whom the Provost of the Carlsbad campus reports. A copy of the updated *Plan* shall be cataloged in the *Resource Room* for perusal by the NCA evaluators.

***Book One: Page 43 --Response to Suggestion One: Formal Review of
the College's Mission Statement and Purposes.***

In December of 1994, the *Mission and Goals and Purposes* statements developed and approved by the NMSU-Carlsbad faculty, staff, and College Advisory Board collectively in the Fall of 1994, were approved by the New Mexico State University Board of Regents and adopted officially by New Mexico State University at Carlsbad. Copies of the statements are contained in *Book IV*, as Appendix III.

Both statements shall be utilized as the institution's consummate guides for the development and review of all instructional, research, and public service endeavors.

Book One: Page 46 --Response to Suggestion Four: Standard Format for Course Syllabi.

A standard format for the creation of all syllabi distributed through New Mexico State University at Carlsbad was implemented fully by all full-time faculty and college instructors by the spring of 1995. The format was revised again, with minor changes, during the summer of 1995, and is contained in this *Update Report* as Appendix III. Both the previous and the most recent versions contain a section which specifically identifies the graduate outcome(s) a given course addresses in terms of teaching (T), emphasizing (E), or reinforcing [R] specific content knowledge, competencies, and/or skills.

Book One: Page 54 --Response to Suggestion Ten: Professional Development and Program Responsibilities.

During the 1994-95 academic year, the Associate Provost for Instruction charged a task force with responsibility for identifying the needs of new full-time faculty and college instructors for orientation to the University and the Carlsbad campus. The recommendations of the Task Force on New Faculty (and College Instructors') Orientation, as recommended for approval by the campus' Steering Committee, are contained in this *Update Report* as Appendix IV. Through full adoption of the Task Force's recommendations, the faculty as a whole, as well as the clusters associated with individual new faculty and college instructors, will implement practices intended to mentor new colleagues quickly, fully, and equitably. Cluster leaders also meet with college instructors immediately following their initial group meeting with administrative officers, in an effort to welcome and integrate the college instructors into the cluster as contributing and valuable members of the instructional staff at NMSU-Carlsbad.

During the summer of 1994, the Associate Provost for Instruction implemented a system of identifying costs directly associated with professional development and related travel engaged by faculty and supported monetarily by New Mexico State University at Carlsbad. One by-product of this system is to inform faculty of their colleagues' involvement in faculty development, and the expenditures dedicated to the same. A summary of the costs associated with faculty development and travel during the 1994 Fiscal Year (1 July 1994 - 30 June 1995) is contained in this *Update Report* as Appendix V.

In the spring of 1995, the Associate Provost for Instruction proposed to the campus' Steering Committee that a special task force be formed for the purpose of identifying and recommending by priority to her office those topics of importance and interest to the full-time faculty and college instructors as a whole. During the summer of 1995, the Associate Provost named one representative from each academic cluster to such a task force, and charged them with developing a plan and time line of on-campus faculty development during the Fall of 1995. A copy of the memoranda associated with the establishment and charge of the Task Force on Faculty Development is contained in this *Update Report* as Appendix VI.

During the past academic year and the summer of 1995, the faculty task forces on Critical Thinking and Innovative Technology have been especially active in developing and presenting workshops for faculty and other interested campus constituents. Examples of their schedules, agenda and invitations for participation are cataloged in the campus' *Resource Room*.

Faculty responsibility for advising students and selecting full-time faculty and college instructors continues to be enhanced through their active contributions to cluster goals. To provide students with a stronger identity with their respective clusters and faculty, the campus' *Schedule of Classes for Fall 1995 and Preview of Spring 1996* has been reformatted; course offerings are now organized by cluster. A copy of the *Schedule of Classes for Fall 1995* is cataloged in the Resource Room.

In the spring of 1994, the Associate Provost for Instruction implemented a comprehensive system for recruiting, screening, and recommending the hire of new full-time faculty; excerpts from the *Procedures for Recruiting, Screening, and Recommending Candidates for Full-Time Faculty* are contained in this *Update Report* as Appendix VII. Representatives of the full college constituency--including full-time faculty, college instructors, community advisors, students, and staff--were invited to play significant roles in interviewing and recommending the hire of successful candidates. In addition, students associated with a cluster which was screening candidates for hire as full-time faculty for the 1995-96 academic year were invited to observe the candidates' teaching demonstrations and to provide feedback to their respective cluster faculty.

Book Two: Page 22 --Response to Criterion Three: Implementation of International Programs.

During the 1994-95 academic year, the Carlsbad campus secured authorization from the New Mexico State University's Faculty Senate and Council of Deans to admit international students directly. In addition, NMSU-Carlsbad recruited and hired a doctorally-prepared full-time faculty member to oversee the development and implementation of international programs and exchanges on campus, and to assure the infusion of international perspectives in courses represented across the curriculum.

Book Two: Pages 112-133 --Basic Institutional Data Forms.

When revised data has been available and/or when revision has been applicable, these forms have been updated to reflect changes in or additions to data collected and reported in February, 1995. The revised forms are contained in this *Update Report* as Appendix VIII.

Book Three: Final Page, Appendix XII - Organizational Chart of NMSU-Carlsbad.

An organizational chart for the administrative structure of New Mexico State University at Carlsbad is contained in this *Update Report* as Appendix IX.

Book Four: Page 17--Assessment Plan's Assurance of Institutional Improvement.

The faculty continues to document and assess the students' academic success rates in developmental English, mathematics, and reading courses. The academic progress of students who have "self-waived" their enrollment in developmental classes has been repeatedly compared to the improved progress of those who benefited from enrollment in the developmental classes designed to address specific weaknesses in the students' academic preparation and competency or skill levels. Comparative data will be utilized in evaluating the validity of the campus' testing program as a sound predictor of students' academic preparation and needed intervention. In turn, faculty will be engaged heavily in the identification and development of course prerequisites in terms of specific minimum levels of content knowledge, competencies, and skills. It is possible that the students' prerogative of "self-waiving" enrollment in developmental classes will be eliminated, and that a system of requiring that students enroll in a minimum number of needed developmental classes be imposed before such students may be advanced partially or fully into college-level courses and loads.

Book Four: Page 19 - Appropriateness of the Assessment Plan's Timeline.

As of the 1995 Summer Semester, the campus has established four primary models (i.e., computer science, criminal justice, nursing, and secretarial administration) representing the work of the four academic clusters. Each model documents the means for monitoring the academic achievement of students within their respective academic programs, in terms of their achievement towards attainment of the campus' nine graduate outcomes. Each model has identified the teaching objectives and outcomes of specific classes in terms of teaching (T), emphasizing (E), or reinforcing [R] specific content knowledge, competencies, and skills. Each model also identifies what evaluation tool(s), method(s) of evaluation, and faculty member shall be employed in the measure of student achievement attributed to each graduate outcome. To accommodate the evaluation of student progress, each model has developed a chart titled "Achievement Criteria for the Accomplishment of Graduate Outcomes by Cluster or Program".

Preliminary work has also been initiated in the identification of the University's general education courses in terms of those which primarily teach (T), emphasize (E), or reinforce [R] specific graduate outcomes. Upon

completion and approval of this work by the faculty, a check sheet will be developed (i.e., similar to that used for evaluating individual student's progress towards graduation status); it will be further developed to record the student's progress in meeting all nine graduate outcomes. By example, a student will need at least one course which has been identified as "teaching" to have met the requirements for the graduate outcome minimally.

CHRON: NCA 95

NCA/Update Report/10AUG95ssc

APPENDIX I, *UPDATE REPORT*

**Information System Plan
NASU-Carlsbad**

I. Maintenance and Upgrade Schedule

A. Hardware Maintenance Schedule

1. Preventive Maintenance (Every Semester)
 - a. Cleaning
 - b. Virus Scan
 - c. System test
 - d. Disk backup and defragmentation
2. Warranty Repairs
 - a. Contact vendor to resolve the problem
3. Out of Warranty Repairs
 - a. Maintain inventory of parts to swap defective parts
 - b. Maintain "loaners" to minimize downtime while equipment is being fixed
 - c. Replace equipment if its very expensive or very time consuming to fix
4. Upgrades
 - a. All PCs upgraded every second year
5. Replacements
 - a. All PCs replaced every fourth year and disposed off according to property procedures

B. Software Maintenance Schedule

1. Preventive Maintenance
 - a. Audit users to assure conformance of US copyrights laws
 - b. Secure licenses and disks at a centralized location
2. Upgrades
 - a. All software licenses upgraded every second year

C. Network Maintenance Schedule

1. Preventive Maintenance (Every Semester)
 - a. Cable and connectors test and inspection
 - b. Remove obsolete files and accounts from file server
 - c. Backup file server daily
2. Upgrades
 - a. Upgrade Novell every second year
 - b. Upgrade Unix every third year
 - c. Make available 100MB disk space for every user

D. Training of Users

II. New Initiatives

A. Set up a fee based user system

1. Set up accounts for all students and faculty and activate Accounting on network. (By FY 1996)

B. Link faculty offices to the LAN and Internet (By Summer 1995, Fixed Cost \$6,000)

C. Setup a NMSU-Carlsbad domain and E-Mail server for direct Internet access. (By FY 1997, Fixed Cost \$10,000/\$500 per month)

D. Have a PC available in a lab setting for every five student

E. Relocate the Computer Center into new building (1996)

III. Budgetary Considerations

A. Cost of offering a class (3 Credit Hours) in a Computer Classroom -- \$1,000 per semester

B. Faculty, administrator, and classified staff must budget \$300 for hardware and software maintenance per annum. All new equipment and software must be budgeted separately.

APPENDIX II, *UPDATE REPORT*

New Mexico State University at Carlsbad
1500 University Drive
Carlsbad, New Mexico 88220
Telephone (505) 885-8831
Fax (505) 885-4951



Office of Academic Affairs

MEMORANDUM

TO: All Full-Time Faculty, NMSU-C
THROUGH: Academic Cluster Leaders, NMSU-C
CC: Provost Douglas E. Burgham, Assistant Provost Mike Cleary, and Sharon Souter, Chair of Assessment Committee for NCA Site-Visit, NMSU-C
FROM: Sonia Cowen, Associate Provost for Instruction, NMSU-C
DATE: 3 May 1995
RE: Program Review - Standards, Questions, and Proposed Cycles
PRIORITY: Urgent - Response Requested Prior to Close of Spring 1995 Semester

As a part of our campus' *Report* on assessment, selected faculty -- serving on the special Assessment Committee for the North Central Association's (NCA's) Site-Visit -- also identified a set of questions appropriate to ask during the process of program review to be conducted every five years for each of the academic certificate and associate-level programs offered through NMSU-Carlsbad. Although the questions, contained in the *Report* as Appendix XII, provide a template for conducting the review of each program, the standards against which the reviews should be conducted have not been provided, and neither has a calendar of scheduled reviews. This memo shall provide a proposed set of standards, intended to complement the Criteria and GIRs published by NCA; in addition, it shall provide the calendar of review schedules, as proposed by Sharon Souter on behalf of the Assessment Committee.

To complement the review process, I intend to propose a set of procedures and related criteria for considering and adopting changes in our curriculum through the Steering Committee structure (i.e., Academic Interests standing committee); I shall forward the proposal to each of you for your initial input as soon as it is completed later this month.

Should you need to reference the questions developed by the Assessment Committee for Program Review, please refer to Appendix XII in *Book Four: Plan for Assessment of Student Achievement*, prepared for NCA in January of this year. I understand that a copy of the same was distributed to each of you; additional copies are held at the reference desk in the library.

Please discuss the standards, questions, and proposed calendar within your clusters, and let me know, through your cluster leaders, if all is acceptable as proposed. I would appreciate learning your reaction(s) prior to May 12, 1995. Thank you in advance.

Program review from the perspective of a branch campus includes the identification of those factors which are critical to meeting the community's, state's, and central campus' educational needs successfully, while adhering to the priorities and budgets adopted by the NMSU-Carlsbad campus. Those factors may be listed under four major categories: (a) issues of quality, (b) institutional role and scope, as well as the mission, goals, and purposes of the branch campus, (c) community, regional, state, and national need/s, and (d) financial viability.

I. Standards for Meeting the Community's, State's, and Central Campus' Educational Needs Successfully.

A.. *Quality.* This category includes consideration of:

1. An institution's faculty, as regards their individual credentials and continuing professional development and achievements, and the time and effort, as well as the mix of full-time faculty and college instructors, committed to instructional responsibilities. Elements that comprise quality in faculty's instruction, supervision, and research include:
 - a. evidence of an intelligent and mature faculty genuinely dedicated to promoting continual learning in their students, colleagues, and selves; in so far as is possible and as a minimum, faculty should possess masters degrees in the disciplines in which they teach--regardless of the end degree pursued by the student, and in so far as is possible, the faculty should be recruited from qualified candidates who possess terminal credentials.
 - b. evidence of a rewards system that genuinely encourages meritorious performance, and which discourages performance which provides less than excellence in teaching, research/creative activities, and service.
 - c. proof of continual professional development and achievement in research and/or creative activity which complements and leads to excellence in teaching.
 - d. evidence of willingness to participate in the governance process.
 - e. identification and evidence of the critical mass of faculty and college instructors qualified and available to provide instruction, supervision, advising, and related research or creative activities in a given academic program or grouping of courses.
2. The scholastic performance of the student cohort of each academic class (admission through graduation) within the campus as a whole, and within specific academic programs or clusters; this includes:

- a. identification and maintenance of the critical mass of enrolled and matriculating students needed to assure quality instruction and interaction in classes, as well as evidence that a particular degree field or grouping of courses is needed and accessed.
- b. evidence of an appropriate plan and process for student outcomes assessment, which also provides evidence of continual improvement in program development, recruitment of new students, retention of enrolled students, course delivery, and program evaluation; this evidence includes the creation, implementation, and evaluation of specific models identified with a particular academic program and/or cluster.
- c. evidence of an appropriate student placement in jobs or career tracks, or in post-associate study appropriate to their academic preparation.
- 3. facilities and equipment, including appropriate and adequate library support, and access to safe, well-equipped laboratories and/or information technology systems. Elements that comprise quality in facilities and equipment include:
 - a. a library of hard-copy materials adequate to meet students' and faculty's research needs, and/or access to other hard-copy materials through a sophisticated electronic search network and a speedy and efficient system of inter-library loans.
 - b. access directly to the text of print materials through electronic data bases with the opportunity to print such texts in hard-copy, if so needed.
 - c. access to appropriate computer and software facilities to support and enhance instructional and research/creative activities.
 - d. access to a wide range of non-print materials through appropriate electronic technology.
 - e. access to other scholars through computer networks.
 - f. adequate and continuing budgetary support for complementary services to students, including administrative support for efficient and facilitating enrollment services, organized faculty advising and mentoring, comfortable and safe teaching and learning environments, and social and governance activities which engage both traditional and non-traditional students in the various dimensions of campus identity and citizenship.

- B. **Institutional role and scope of NMSU, as well as the mission, goals, and purposes of the branch campus.** This category includes consideration of:

1. A program's centrality to the University's approved role and scope, as well as to the mission, goals, and purposes of NMSU-Carlsbad.
2. A program's contribution to addressing the community's, region's, and state's educational needs and priorities.
3. A program's timeliness in addressing the current, on-going, and changing/ futuristic needs of the students and community it serves.

C. **Community, Regional, State, and National Needs.** This category includes consideration of the duplication and articulation of transferable course credits within the community, across the State, and across state or national borders. Specifically, this category includes consideration of elements which adhere to the following standards:

1. service: to what extent does the program, or grouping of courses, provide critical community, regional, state, national, or international public service?
2. priorities: to what extent does the program, or grouping of courses, set and implement community, regional, state, national, or international policy and priorities with regard to the University's and campus' educational role and related budgetary restraints?
3. delivery: to what extent is the delivery of the program, or grouping of courses, academically effective and financially efficient?
4. innovation: to what extent is the program visionary, innovative, adaptable, and otherwise flexible as regards changing educational needs in the local community, in the region, in the state, and in the nation, or in the global community?
5. fit: to what extent does the program support the community's, University's, region's, state's, or nation's commitments to quality, as well as the campus' contractual obligations to students enrolled concurrently as high school students in college-level courses?

D. **Financial Viability.** This category includes consideration of a program's potential for enrollment stability over time, and involves decisions to market or cap enrollment programmatically; this category also evaluates a program's "fit" within a branch campus' long-term plan for programmatic and fiscal response to the community's, University's, state's, region's, or nation's changing educational needs and priorities.

II. Processes for Conducting and Reporting Results of the Program Review.

Mechanisms for administering the review of academic programs on campus should include at least three elements:

- A. The review of programs in accordance with an announced cycle and calendar of reviews.
- B. An annual internal conference between the Associate Provost for Instruction and the appropriate cluster leader(s) as regards:
 - 1. status and outcomes of programs undergoing review.
 - 2. programs having any unusual characteristics, such as special accreditation standards and studies, placement changes, under-enrollments or over-enrollments, grants, solvency problems.
 - 3. program planning, with an emphasis on those elements which would enhance faculty productivity, student performance, and the availability of courses and faculty.
 - 4. review and recommendation of new programs proposed for implementation, and/or review and recommendation of current programs for revision or termination.
- C. Annual report of findings and plans of action to the faculty, to the clusters' appropriate advisory councils, to the College Advisory Board, and to the Dean of the College of Human and Social Services.

III. Cycles and Calendars for Conducting Program Reviews at NMSU-Carlsbad.

Because no formal program review has been conducted solely on this campus in accordance with an established set of standards, questions, or calendar, it will be necessary to create a baseline of data and findings for each certificate and associate-level program, and in accordance with the Assessment Committee's recommendation to review each program every five years, to identify the cycles and academic years each program will initiate its review and report its findings. Because the Nursing program prepared data and a program review of its offerings in preparation for its accreditation visit by the National League of Nursing in February of 1995, and because it is scheduled to undergo a similar visit in another eight years (*i.e.*, 1998-99), it is reasonable to assign it the baseline review year of 1994-95 (which will end this month). Similarly, the vocational-educational and professional studies programs (including Nursing), were just reviewed by the State Department of Education's Vocational-Technical and Adult Education programs last month; it is again reasonable to assign those programs the baseline review year of 1994-95 (which will end this month); it is conceivable that the cycle for the State's next visit will be during the 1999-2000 academic year. Thus, the cycles and calendars herein proposed reflect the expected review dates necessary for separate evaluation by the National League of Nursing, and the State Department of Education. All other programs are assigned review schedules outside the 1998-99 and 1999-2000 academic years. After the initial year of 1995-96 is utilized to

gather baseline data on programs not included in the recent NLN and Department of Education evaluations, such programs may wish to schedule their next review (within the five-year cycle, and before the 2000-2001 academic year) within cluster groupings; for example, all programs in the Social Sciences cluster (except Criminal Justice and Paralegal Studies, which are scheduled by the State for another review in 1999-2000) may wish to be reviewed again in 1997-1999, with the next five year cycle occurring in 2002-2003

Ideally, all programs not subject to separate outside accreditation and evaluation standards would be scheduled for review in accordance with a calendar used on the Las Cruces campus for similar academic programs (e.g., pre-business would be aligned with the professional accreditation of Schools of Business, and the review of pre-professional programs in education at NMSU-C would be aligned with the NCATE accreditation of teacher education programs at NMSU-LC); unfortunately, the Las Cruces campus has been unable to provide NMSU-C with a calendar of expected professional accreditation and program review dates. Consequently, it will be necessary to devise our own calendar. In each case, the review of a program should begin in the Fall of the identified academic year, and the draft of the report should be submitted to the Associate Provost for Instruction at NMSU-C in December of the Fall Semester, with final reports being submitted to the Associate Provost for Instruction and any accreditation or evaluation agencies at the beginning (i.e., January or February) of the Spring Semester.) The following schedule is proposed:

Years	Fields of Study	Title of Certificate & Emphasis	Title of Associate Degree and Emphasis
1999-2000	Accounting	Accounting	none awarded
1995-1996	Agriculture, Pre-Professional	none awarded	Associate of Arts (in Pre-Agriculture)
1995-1996	Anthropology	none awarded	Associate of Arts (in Anthropology)
1995-1996	Art	none awarded	Associate of Arts (in Art)
1999-2000	Banking	Banking	none awarded
1999-2000	Bookkeeping	Secretarial Administration: Bookkeeping	Associate of Secretarial Administration: Bookkeeping
1999-2000	Business, Pre-	Accounting Banking	Associate of Pre-Business

Years	Fields of Study	Title of Certificate & Emphasis	Title of Associate Degree and Emphasis
-------	-----------------	---------------------------------	--

1999-2000	Accounting	Accounting	none awarded
1995-1996	Agriculture, Pre-Professional	none awarded	Associate of Arts (in Pre-Agriculture)
1995-1996	Anthropology	none awarded	Associate of Arts (in Anthropology)
1995-1996	Art	none awarded	Associate of Arts (in Art)
1999-2000	Banking	Banking	none awarded
1999-2000	Bookkeeping	Secretarial Administration: Bookkeeping	Associate of Secretarial Administration: Bookkeeping
1999-2000	Business, Pre-	Accounting Banking	Associate of Pre-Business
1998-1999	Chiropractic Arts, Pre-Professional	none awarded	Associate of Arts (in Pre-Chiropractic Arts)
1998-1999	Community Health	none awarded	Associate of Arts (in Pre-Community Health)
1999-2000	Computer Science	Data/Processing/Programming	Associate of Applied Science in Computer Science: Computer Information Systems
		Microcomputer Applications Certificate	Associate of Applied Science in Computer Science: Computer Information Systems
1999-2000	Criminal Justice	none awarded	Associate of Criminal Justice
1995-1996	Data Processing/Programming	Data Processing/Programming	none awarded

Years	Fields of Study	Title of Certificate & Emphasis	Title of Associate Degree and Emphasis
1998-1999	Dentistry, Pre-Professional	none awarded	Associate of Arts (in Pre-Dentistry)
1995-1996	Economics	none awarded	Associate of Arts (in Economics)
1995-1996	Education	none awarded	Associate of Arts (Pre-Professional Emphasis in Elementary Education) Associate of Arts (Pre-Professional Emphasis in Secondary Education)
1999-2000	Electronics Technology	none awarded	Associate of Applied Science in Electronics Technology
1999-2000	Engineering, Pre-Professional	none awarded	Associate of Arts (in Pre-Engineering)
1995-1996	English	none awarded	Associate of Arts (in English) Associate of Arts (in Literature and Writing)
1999-2000	Environmental Science and Technology	none awarded	Associate of Applied Science in Environmental Science and Technology: Hazardous Materials Associate of Applied Science in Environmental Science and Technology: Health Physics
1995-1996	Government	none awarded	Associate of Arts (in Government)
1995-1996	History	none awarded	Associate of Arts (in History)
1995-1996	Journalism and Mass Communication	none awarded	Associate of Arts (in Journalism and Mass Communication)

Years	Fields of Study	Title of Certificate & Emphasis	Title of Associate Degree and Emphasis
-------	-----------------	---------------------------------	--

1995-1996	Law, Pre-	none awarded	Associate of Arts (in Pre-Law)
1995-1996	Mathematics	none awarded	Associate of Arts (in Mathematics)
1999-2000	Medical Transcription and Records	SA: Medical Transcription & Records	Associate of Secretarial Administration: Medical Transcription & Records
1998-1999	Medical Technology, Pre-Professional	none awarded	Associate of Arts (in Pre-Medical Technology)
1998-1999	Medicine, Pre-Professional	none awarded	Associate of Arts (in Pre-Medicine)
1995-1996	Microcomputer Applications	Microcomputer Applications	none awarded
1995-1996	Music	none awarded	Associate of Arts (in Music)
1998-1999	Nursing	Practical Nursing	Associate of Nursing (Registered Nurse)
1998-1999	Occupational Therapy, Pre-Professional	none awarded	Associate of Arts (in Pre-Occupational Therapy)
1999-2000	Office Secretary	SA: Office Secretary	none awarded
1999-2000	Paralegal	Paralegal	none awarded
1998-1999	Pharmacy, Pre-Professional	none awarded	Associate of Arts (in Pre-Pharmacy)
1998-1999	Physical Therapy, Pre-Professional	none awarded	Associate of Arts (in Pre-Physical Therapy)
1998-1999	Physician Assistant, Pre-Professional	none awarded	Associate of Arts (in Pre-Physician Assistant)
1995-1996	Psychology	none awarded	Associate of Arts (in Psychology)

Years	Fields of Study	Title of Certificate & Emphasis	Title of Associate Degree and Emphasis
-------	-----------------	---------------------------------	--

1998-1999	Radiologic Technology	none awarded	none awarded
1998-1999	Respiratory Care	none awarded	none awarded
1999-2000	Secretarial Administration	SA: Bookkeeping SA: Office Secretary SA: Medical Transcription & Records SA: Word Processing	Associate in Secretarial Administration Associate in Secretarial Administration: Bookkeeping Associate in Secretarial Administration: Medical Transcription & Records Associate in Secretarial Administration: Word Processing
1995-1996	Social Sciences	none awarded	Associate of Arts (in Social Sciences)
1995-1996	Theatre Arts	none awarded	Associate of Arts (in Theatre Arts)
1995-1996	Veterinary Medicine, Pre-Professional	none awarded	Associate of Arts (in Pre-Veterinary Medicine)
1999-2000	Welding	Welding Trades	Associate of Applied Science in Welding Technology
1999-2000	Word Processing	SA: Word Processing	Associate of Secretarial Administration: Word Processing.

New Mexico State University at Carlsbad
1500 University Drive
Carlsbad, New Mexico 88220
Telephone (505) 885-8831
Fax (505) 885-4951



MEMORANDUM

TO: Dr. Sonia Cowen, Associate Provost for Instruction
FROM: Sharon Souter, Cluster Leader *Sharon* Allied Health
DATE: June 5, 1995
RE: Program Review

The summary response to faculty review of the program review process includes the following:

I. Standards for Meeting the Community's State's and Central Campus' Educational Needs Successfully:

A. Quality

1. a. Although both the National League for Nursing and the New Mexico State Board of Nursing's requirements for accreditation and approval require educational preparation at the Master's level, we realize that in many instances this is an impossibility. As one of the few programs in the state which meets this criteria and with the knowledge that 4 of the 5 present full-time faculty began their nursing education prepared at the bachelors level, it would be difficult to require without some exception preparation at the Masters level.

b and c.

The faculty would welcome a rewards system as well as a system that recognizes the value of professional development aimed toward maintaining currency in the respective field and excellence in teaching. We would also like to add recognition of innovation in teaching styles.

New Mexico State University at Carlsbad

1500 University Drive

Carlsbad, New Mexico 88220

Telephone (505) 885-8831

Fax (505) 885-4951



c. d. and e.

As presented is fine.

2. Since we presently track the performance of nursing students from admittance to employment, the allied health cluster is supportive of this entire section.
3. Maintenance and broadening of current library services to include a "true" audio-visual expert to enhance innovative teaching styles is essential.

B. Should remain at the program level

C. This section is fine

D. This section is fine

II. This section is fine as written

III. Cycles for review are appropriate but perhaps we should consider excluding programs with no true exit option.

APPENDIX III, *UPDATE REPORT*

NEW MEXICO STATE UNIVERSITY - CARLSBAD

Course Number and Title

Section and Credit Hours

Days and Time

Semester and Year

Instructor :

Office :

Office Hours :

Phone :

Classroom :

COURSE DESCRIPTION: (from the Catalog)
(with optional additional information from the instructor)

EXPANDED COURSE DESCRIPTION:

PRE-REQUISITES / CO-REQUISITES:

MANDATORY

SUGGESTED

REQUIRED TEXTS AND MATERIALS:

GRADUATE OUTCOMES:

The successful completion of this course will partially fulfill the following graduate outcomes:

COURSE OBJECTIVES/OUTCOMES:

The instructor will

STUDENT LEARNER OUTCOMES:

The student will

PERFORMANCE MEASURES AND GRADING:

Students are responsible for procedures and policies contained and addressed in the NMSU-C student handbook and catalog.

COURSE OUTLINE/CALENDAR

SELECTED BIBLIOGRAPHY

(The text or resources the instructor will utilize to present this course)

APPENDIX IV, *UPDATE REPORT*

NEW MEXICO STATE UNIVERSITY AT CARLSBAD
Nursing Program

FACULTY ORIENTATION

Faculty Orientation Objectives:

At the conclusion of the orientation period, the new faculty member will be able to:

1. explain the role and responsibility of faculty within his/her cluster and within NMSU-C.
2. provide instruction to students in assigned courses.
3. demonstrate the ability to operate classroom equipment.
4. assist with the development, implementation, and evaluation of courses offered in assigned cluster.
5. verbalize the support services available within NMSU-C.

Orientation will include conference with assigned mentor to:

1. Discuss terms of contract.
2. Typical work load job description.
3. Discuss place of instructor's course assignment within overall framework.
4. Discuss procedures for preparation of course syllabi and handouts.
5. Describe secretarial services available, deadlines for turning in examinations/other materials.
6. Availability of classroom support services.
7. Information on acquisition of supplies.
8. Information on institutional forms used including copies of each.
9. Procedures for duplicating materials and ordering textbooks and placing materials on library reserve.
10. Describe student evaluation procedure, exams, and other grading procedures.
11. Discuss student records and reports and disciplinary policies and procedures.

12. Describe academic advisement and general education requirements.
13. Discuss computer support time available to faculty.
14. Discuss student records (information) available to faculty and responsibility for signing student cards for classroom attendance.
15. Discuss budget preparation within cluster.
16. Discuss procedure to be followed when instructor is absent from class.

Orientation will include conference with the Instructional Officer/Associate Provost of Instruction to:

1. Discuss general faculty orientation and answer concerns/questions.
2. Discuss faculty handbook concerns/questions.
3. Discuss criteria for promotion and tenure.
4. Discuss expectations regarding teaching service and scholarly activity.
5. Discuss information to be included in promotion and tenure packet.
6. Discuss rewards for personal development.
7. Discuss self-evaluation procedure and objectives.
8. Discuss student grievance policy and faculty grievance procedures.
9. Describe academic calendar.
10. Describe professional development release time and leaves of absence for educational and professional policies and procedures.
11. Discuss procedure for travel reimbursement.
12. Describe structure and function of institutional committees including responsibilities of cluster leader.
13. Discuss organizational flow chart including relationship to committee structure, regarding implementation of proposals.

14. Discuss use of telephone and procedures for maintenance requests.
15. Describe payroll options and fringe benefits.
16. Discuss optional attendance at Las Cruces faculty orientation.
17. Discuss LAC information, including "special needs" students.
18. Discuss general college budget procedure.

Orientation with Instructional Officer

1. What do I need to do around here to get promotion and tenure? Is academic rank at NMSU-C equivalent to faculty at Las Cruces, is it possible to transfer between Carlsbad and Las Cruces?
2. What information do I have to include in my promotion and tenure packet?
3. How much input do I have in my teaching schedule?
4. How are summer assignments determined?
5. What is the policy on teaching during the summer (re: full-time vs part-time faculty)?
6. If I'm academically qualified, can I teach advanced undergraduate courses?
7. What is available for personal development in this position?
8. Tell me about the self-evaluation procedure and objectives. Are there any guidelines for this?
9. What do I do if I have a grievance? How do I start this procedure?
10. If I want release time or need a leave of absence for either personal or professional reasons, how do I apply? Who do I see?
11. What about travel reimbursement? Who handles this? Is monetary advancement possible? What about applying for a corporate credit card?
12. Am I assigned to any committees? Tell me about their functions. Who assigns you to these committees?
13. What is the policy on telephone use? How does the phone system at NMSU-C work?
14. What if my computer breaks down, how do I go about getting it fixed?
15. When do I get paid? When will I know if my nine-month contract will be reviewed?
16. What other benefits are included in this job?
17. What are the advantages of going over to main campus for the general orientation?

13. What services are available in the LAC?
19. How do I find housing in Carlsbad?

FACOREN2

Mentor Orientation:

1. What is the difference between the 9-month contract and teaching summer sessions? How is summer session compensated? What is considered a teaching overload? How is an overload compensated?
2. How many hours is considered full-time load for regular faculty? What if they teach a lab course?
3. What is the responsibility for syllabus or curriculum design? What is the deadline for preparation prior to start of the semester? Are there syllabi on file? Where are they located?
4. What is the mission and objectives at NMSU-C?
5. How does instructor's assigned course fit in within other courses offered by department/clusters?
6. What secretarial services are available? Who do I see? Are work-study students available? How many? Who do I contact to get a work-study student?
7. What classroom support services are available? What about make-up tests? Who can mentor tests?
8. How do I get supplies to teach my class?
9. How do I go about getting materials duplicated, order textbooks, place materials on reserve in library?
10. What about audio/visual equipment (i.e. videos, etc.)? How do I obtain these?
11. What are the required number of posted office hours?
12. What do I do in an emergency health situation? Who do I contact if I'm ill?
13. How do I obtain supplies and furniture for my office?
14. How are student evaluations used and by whom?
15. What do I do if I catch a student cheating?
16. What access do instructors have to student records?
17. What is the policy regarding student absenteeism?
18. Do we have to keep attendance records (i.e. JTPA, early admit students)?

19. Will I be assigned students for academic advisement? Will I be given an advisement orientation?
20. When can I, or my students, use the computer labs?

APPENDIX V, *UPDATE REPORT*

NMSU-C TRAVEL BUDGET / BY ACCOUNT

Fiscal Year 1994: 01 July 1994 - 30 June 1995

ACCOUNT	PERCENT OF ACCT.	DATE	DESTINATION	ACTUAL BALANCE PER AMOUNT INSTRUCTOR
Social Science				
03-02-01111				
Dinwiddie	100%	06/17/95	Colorado, Wyoming, Utah, Montana	\$950.75 \$950.75
Feldman	100%	02/09/95	Las Cruces/ Criminal Justice Meeting	\$66.00
		11/05/94	Alb/Violence & Substance Abuse Conference	\$438.50
		09/23/94	Las Cruces/New Faculty Orientation	\$140.75 \$645.25
Lovelace	100%	09/28/94	Las Cruces/Critical Thinking Workshop	\$136.50 \$136.50
Ricker	100%	02/09/95	Las Cruces/ Criminal Justice Meeting	\$170.00 \$170.00
Vuk	100%	11/12/94	Houston TX/League for Innovations 1994 Conf	\$903.81
		09/23/94	Las Cruces/New Faculty Orientation	\$22.50 \$926.31
Rodgers	40%			\$0.00
Schnoor	20%	01/27/95	International Reading Association	\$40.00 \$40.00
English/Reading				
03-2-01112				
Burkhalter	100%	01/19/95	Alb/New Mexico Council of Independent Colleges	\$120.00
		11/23/94	New Orleans/South Central Modern Language Ass	\$327.25
		09/23/94	Las Cruces/New Faculty Orientation	\$22.50 \$469.75
Sullivan	100%	03/03/95	Ft. Collins CO/	\$212.00
		10/05/94	Colorado/Rgnl Conf. of Comm. College Humanities	\$460.00 \$672.00
Bass	80%			\$0.00
Schnoor	20%	10/30/94	Las Cruces/Investigate Main Campus Safety Procedures	\$126.50
		09/28/94	Las Cruces/Critical Thinking Seminar	\$246.50
		09/28/94	Las Cruces/Critical Thinking Seminar	\$37.50
		07/07/94	Alb/Student Success Course Symposium	\$196.50 \$607.00
Math				
03-2-01113				
Gragg	100%			\$0.00
Hornsby	100%			\$0.00
Gallegos	80%	08/14/94	Alamogordo/Graphing Calculator Workshop	\$210.00 \$210.00
Bloss	25%	02/02/95	Las Cruces/Faculty Senate Meeting	\$60.00
		12/01/94	Las Cruces/Faculty Senate Meeting	\$66.00
		11/03/94	Las Cruces/Faculty Senate Meeting	\$22.50
		09/01/94	Las Cruces/Faculty Senate Meeting	\$22.50 \$171.00
Developmental				
03-2-01114				
Bloss	75%			\$0.00
Schnoor	60%	11/12/94	Houston TX/League for Innovations 1994 Conf	\$316.50 \$316.50
Bass	20%			\$0.00
Gallegos	20%			\$0.00

NMSU-C TRAVEL BUDGET / BY ACCOUNT

Fiscal Year 1994: 01 July 1994 - 30 June 1995

ACCOUNT	PERCENT OF ACCT.	DATE	DESTINATION	ACTUAL BALANCE PER AMOUNT INSTRUCTOR
Business				
03-2-01115				
Rodgers	60%	11/11/94	Las Cruces/Business Arbitration Workshop	\$180 50
		10/18/94	Alb/ACBSP Professional Development Seminar	\$323 50
				\$504 00
Science				
03-2-01117				
Caldwell	100%	05/19/95	Austin TX/	\$776 42
		02/09/95	Las Cruces/Safety Officers Training Seminars	\$66 00
		11/12/94	Houston TX/League for Innovations 1994 Conf	\$316 50
		10/30/94	Las Cruces/Safety Procedures Science Lab	\$22 50
D'Mura	100%			\$1,181 42
				\$0 00
Computer Science				
03-2-02111				
Haq	100%			\$0 00
Swenson	100%	05/15/95	Ruidoso/	\$192 75
		11/12/94	Houston TX/League for Innovations 1994 Conf	\$397 22
		10/12/94	Santa Fe/Standards & Measures Reporting Require	\$22 50
		09/28/94	Las Cruces/Critical Thinking Workshop	\$126 00
				\$738 47
Secretarial				
03-2-02112				
Woodfield	100%			\$0 00
Skinner	100%			\$0 00
Nursing				
03-2-02113				
Gould	100%	06/09/95	Williamsburg VA/	\$547 25
		11/14/94	Big Springs/Student Psychiatric Clinical/VA Hospita	\$315 50
		10/24/94	Big Springs/Student Psychiatric Clinical/VA Hospita	\$231 00
		10/13/94	Alb/CADP Video Conference Workshop	\$76 50
Ricer	100%	12/08/94	Alb/Pediatric Workshop	\$136 50
		11/12/94	Houston TX/League for Innovations 1994 Conf	\$522 33
		10/13/94	Alb/CADP Video Conference Workshop	\$76 50
Souter	100%	06/12/95	Ruidoso/	\$166 50
		10/13/94	Alb/CADP Video Conference Workshop	\$76 50
		09/29/94	NLN/No Charge to University	\$0 00
		08/31/94	Alb/State of New Mexico Board of Nursing	\$76 50
Sowers	100%	03/13/95	Lubbock/ OB-Pediatric Clinical	\$423 00
		12/08/94	Alb/Pediatric Workshop	\$136 50
		10/13/94	Alb/CADP Video Conference Workshop	\$76 50
				\$636 00

BEST COPY AVAILABLE

NMSU-C TRAVEL BUDGET / BY ACCOUNT

Fiscal Year 1994: 01 July 1994 - 30 June 1995

ACCOUNT	PERCENT OF ACCT.	DATE	DESTINATION	ACTUAL BALANCE PER AMOUNT INSTRUCTOR	
Nursing (cont.)					
03-2-02113					
Stafford	100%	01/29/95	Lubbock/	\$716 00	
		10/20/94	Alb/State Board of Nursing Meeting	\$216 50	
		10/13/94	Alb/CADP Video Conference Workshop	\$76 50	
		10/03/94	Big Springs/Student Psychiatric Clinical/VA Hospita	\$231 00	
		09/12/94	Big Springs/Student Psychiatric Clinical/VA Hospita	\$243 50	
		08/12/94	Alb/CPR Instructor Certification Workshop	\$405 50	
		08/01/94	Alb/Medical Aide Advisory Meeting	\$160 00	\$2,049 00
Suggs	100%	06/09/95	Williamsburg VA/	\$551 25	
		03/13/95	Lubbock/OB-Pediatric Clinical	\$316 50	
		12/08/94	Alb/Pediatric Workshop	\$274 00	
		11/18/94	Carlsbad/Child Focus Seminar	\$15 00	
		10/13/94	Alb/CADP Video Conference Workshop	\$76 50	
		09/28/94	Las Cruces/Critical Thinking Workshop	\$240 50	
		08/12/94	Alb/CPR Instructor Certification Workshop	\$452 50	\$1,926 25
WELDING					
03-2-02114					
Lunsford	100%	05/19/95	Austin TX/	\$618 26	
		01/29/95	Las Cruces/ To Receive Teachers Award	\$22 50	
		08/30/94	Carlsbad/Business Lunch Mr. Richard Jones	\$34 75	\$675 51
Electronics					
03-2-02115					
Murrill	100%				
Rad / Haz					
03-2-02116					
Townsend	100%	03/02/95	Las Cruces/Return SCBA equipment	\$104 00	
		02/23/95	Las Cruces/Deliver SCBA equip to ET department	\$104 00	
		02/21/95	Hobbs/To teach OSHA Class	\$34 50	
		02/07/95	Hobbs/To teach OSHA Class	\$34 50	
		01/31/95	Hobbs/To teach OSHA Class	\$34 50	
		01/24/95	Hobbs/To teach OSHA Class	\$34 50	
		01/17/95	Hobbs/To teach OSHA Class	\$34 50	
		01/10/95	Hobbs/Faculty Meeting at New Mexico Jr. College	\$34 50	
		11/16/94	El Paso/LEPC Meeting	\$99 00	
		10/12/94	Tatum/Observe operations at storage tank leak	\$22 50	
		10/12/94	El Paso/LEPC Meeting	\$99 00	
		09/19/94	Artesia/Supervise Student Sampling Project	\$18 00	
		09/19/94	Artesia/Supervise Student Sampling Project	\$16 50	
		08/10/94	El Paso/LEPC Meeting	\$142 00	
		07/07/94	Hobbs/Pick up cylinder of Hydrogen	\$16 50	\$828 50

APPENDIX VI, *UPDATE REPORT*

New Mexico State University at Carlsbad

1500 University Drive
Carlsbad, New Mexico 88220
Telephone (505) 885-8831
Fax (505) 885-4951



Office of Academic Affairs

Date: 9 August 1995
To: All Full-Time Faculty, NMSU-Carlsbad
CC: Provost Douglas E. Burgham, NMSU-Carlsbad
Chair, Steering Committee, NMSU-Carlsbad
From: Sonia Cowen, Associate Provost for Instruction,
NMSU-Carlsbad
Subject: Task Force on Faculty Development

In March of this year, I proposed to the Steering Committee, by memorandum, that the issue of faculty development be delegated to either a standing committee of the Steering Committee, or that a special task force be comprised of one representative from each academic cluster, which would in turn be organized for the purpose of identifying and recommending by priority to my office those topics of importance and interest to faculty as a whole. Regardless of the organizational format, I proposed that the following goals and responsibilities be addressed prior to and during the 1995-96 academic year:

- ⇒ Decide what topic(s) would be of most interest to the faculty as a whole (*e.g.*, critical thinking, innovative technology, software development and implementation in classes, Internet, wellness, futurism).
- ⇒ Identify speakers schooled or otherwise successful in a given topic to be invited to visit our campus and to present the topic/workshop during either the dates/times normally reserved for the full-time faculty workshops scheduled at the beginning of the fall and/or spring semesters.
- ⇒ Select topics of interest to all or a majority of full-time faculty, with special invitation to as many college instructors as could attend.
- ⇒ Select topics and speakers recommended by the assigned task force/subcommittee determined to be of "timely" interest to the faculty, and who could address areas/concerns the faculty must address during the current or upcoming academic year (*e.g.*, improving recruitment and retention, curriculum reform, aligning assessment outcomes and program review, building constructive peer reviews, utilizing multi-media software, participation in contractual training, building the community college of the future for a global market).
- ⇒ Consult with faculty development groups at our other branch campuses to learn of topics/speakers which were successful (or unsuccessful) in meeting the needs of their faculty, and consider a range of topics, and rank by priority those which would be of most importance and available to schedule in the Fall of 1995, with another scheduled in the Spring of 1996.

Office of Academic Affairs

Although I had informed the Steering Committee that it would be important to name the representatives, and to charge them with the responsibilities, prior to the close of the 1995 Spring semester and in advance of the September visitation by the North Central Association--so that topics/presenters could be named and scheduled for the faculty workshop in August of this year, the Committee recommended that only Dr. Melvin Vuk and Ms. Shelley Burkhalter be charged with investigating the needs of the faculty.

After discussing that recommendation with Provost Burgham, I have asked Ms. Loretta Gould and Dr. Karen Gragg to join Dr. Vuk and Ms. Burkhalter in forming a special task force on Faculty Development. Because the membership of this new task force will include those who had been active on the special task force for New Faculty Orientation, I trust that the needs of new faculty, as well as those who have been in the employ of New Mexico State University at Carlsbad for a number of years, can be anticipated and addressed fully. I have asked Ms. Gould to chair it.

I would hope that this special task force would begin work on the aforementioned responsibilities and tasks, and so report their progress to the faculty during the regular monthly All Full-Time Faculty meeting scheduled next month. Within this time line, it is conceivable that speakers and topics of the interest to the whole faculty can be arranged for the faculty's spring workshop in early January of 1996.

CHRON FAC 95-1

FAC/Fac Dev/9AUG95

NEW MEXICO STATE UNIVERSITY AT CARLSBAD

Faculty Interest Committee Meeting

April 24, 1995

4:00 p.m.

Room 214-C

PRESENT: Tom Rodgers, presiding, Sharon Souter, Beverly Satter,
Mel Vuk, Bill Gallegos, and Shelley Burkhalter

The meeting was called to order at 4:00 p.m.

Old Business:

The Community Interest Committee is also working on a supervisory assessment form. Presently, all they have done is take the input from the survey and listed it with no attempt to eliminate redundancy. Tom has prepared another rough draft using the Community Interest Committee's proposal as a guide. Discussion followed and some suggestions and changes were made. Tom questioned whether or not the proposed form should remain in the three distinct categories as written. His recommendation was that the categorizing be deleted and the form list items 1-21.

Dr. Vuk felt that somewhere there should be a statement to the effect that supervisor "provides rationale for decisions". Item #16 was deleted and #21 was changed to read: "Utilizes a proactive problem-solving approach." Tom will take the suggestions and write a new draft to present to the Steering Committee.

Questions were again asked as to who would administer the survey and how long should the results be kept. It was the feeling of the committee that the survey be administered annually during the last two weeks of the spring semester. By giving it at this time, new faculty would have a chance to form their own conclusions. This would also give a supervisor the opportunity to work on problems, if any, during the summer months.

Discussion followed as to who would be evaluated and who would get the results of the evaluations. The committee felt the provost's office should see all evaluations as well as all the people in the individual's chain of command up to and including the Dean of college. Committee discussed the feasibility of hiring a neutral person from the community to administer the evaluation forms, possibly someone from one of the local accounting firms.

The committee felt our revised form was preferable to the one presented by the Community Interest Committee. Tom will present our changes and suggestions to the Steering Committee

as a replacement for the one they are currently considering. Bill suggested that the scale be changed to strongly agree, don't agree, etc. The committee also decided to change the name of the form from Supervisory Assessment Form to Administrative Evaluation Form.

New Business:

Tom distributed a memo received from the steering committee outlining several proposals which need our input.

A. Teacher Substitution Policy

The committee unanimously agreed with the proposed policy.

B. Faculty Secretary

Prior to Dr. Burgham becoming Provost, the faculty secretary was located upstairs. The Steering Committee is proposing she again be moved upstairs. Tom suggested we write a memo to the Associate Provost reminding her that the faculty secretary's first priority is to the faculty. Discussion followed. A vote was taken on the proposal with 3 against, 1 for, and 2 abstentions.

C. Faculty Work Day

This proposed policy recommends that the day after general registration be a faculty work day. The committee unanimously approved this proposal.

D. Task Force on Faculty Development

At the last faculty committee meeting a discussion was held about creating a subcommittee for faculty development. It was Dr. Vuk's opinion that there should be no additional task force created for this. He felt faculty development should be dealt with during faculty meetings. The committee members also felt faculty development should be handled through the provost office then allow the faculty the opportunity to vote on what types of programs they feel are most beneficial to them.

The committee also talked about limiting faculty development to no more than twice a semester. They felt faculty development was a good idea but did not necessarily want to be responsible for preparation of programs. Tom was curious as to where the funds would come from to finance this. He doesn't feel the travel budget should be cut to

finance faculty development. He was also concerned that a missed day make-up policy would limit faculty's ability to travel because of the problem of finding certified substitutes. Tom appointed Dr. Vuk and Shelley to come up with a counterproposal. He cautioned them that faculty development be no more than twice a semester and the travel budget should not be cut to finance this proposal.

The committee was unanimous in their rejection of the task force proposal.

Meeting was adjourned at 4:55 p.m.

Minutes Respectfully Submitted By:

A handwritten signature in cursive script, reading "Beverly Satter".

Beverly Satter, Secretary

New Mexico State University at Carlsbad
1500 University Drive
Carlsbad, New Mexico 88220
Telephone (505) 885-8831
Fax (505) 885-4951



OFFICE OF ACADEMIC AFFAIRS

Date: 3/31/95
To: NMSU-C's Steering Committee c/o Tom Rodgers, Chair
CC: Provost Douglas E. Burgham
From: Sonia Cowen, Associate Provost for Instruction,
NMSU-C
Subject: Task Force or Subcommittee on Faculty Development
Priority: Next Meeting/Agenda

As per our earlier discussions, I would like to propose that the faculty nominate or otherwise select one representative from each academic cluster to create a task force or subcommittee for Faculty Development. The task force/subcommittee would be organized for purposes of identifying and recommending by priority to my office those topics of importance and interest to faculty as a whole.

The Steering Committee may wish to consider other organizational alternatives (*e.g.*, Subcommittee of the Standing Committee on Faculty Affairs, or the cluster leaders themselves). I would envision that the membership of the task force or subcommittee would rotate on the calendar currently used for the Steering Committee or the selection of cluster leaders. Regardless of the organizational format, I propose the following goals and responsibilities of the task force or subcommittee:

- ⇒ Decide what topic(s) would be of most interest to the faculty as a whole (*e.g.*, critical thinking, innovative technology, software development and implementation in classes, Internet, wellness, futurism).
- ⇒ I would propose that outside speakers schooled or otherwise successful in a given topic be selected to visit our campus and to present the topic/workshop during either the dates/times normally reserved for the full-time faculty workshops scheduled at the beginning of the fall and/or spring semesters.
- ⇒ I would further propose that attendance at the workshops/presentations be mandatory for all full-time faculty, and would be open to as many college instructors as can attend.
- ⇒ I would further propose that the topics and speakers recommended by the assigned task force/subcommittee be of "timely" interest to the faculty and address areas/concerns the faculty must address during the current or upcoming academic year (*e.g.*, improving recruitment and retention, curriculum reform, aligning assessment outcomes and program review, building constructive peer reviews, utilizing multi-media software, participation in contractual training, building the community college of the future for a global market).
- ⇒ I would anticipate that the task force/subcommittee would consult with faculty development groups at our other branch campuses to learn of topics/speakers which were successful (or unsuccessful) in meeting the needs of their faculty; I would also anticipate that the task force/subcommittee would consider a range of topics, and rank

OFFICE OF ACADEMIC AFFAIRS

by priority those which would be of most importance and available to schedule in the Fall of 1995, with another scheduled in the Spring of 1996. With this abbreviated time line, it would be important to name the representatives, and charge them with the responsibilities, prior to the close of this semester, so that topics/presenters could be named and scheduled for the faculty workshop in August of this year.

Please let me know your progress with regard to this request. Thank you in advance.

CHRON: FAC 95-1

FAC/Fac Dev/31MAR95

APPENDIX VII, *UPDATE REPORT*

PROCEDURES AND GUIDELINES
for
PROCESSING and REVIEWING APPLICATIONS,
and for
RECRUITING, SCREENING, INTERVIEWING and RECOMMENDING
the SELECTION of SUCCESSFUL CANDIDATES
for FACULTY POSITIONS
at NEW MEXICO STATE UNIVERSITY at CARLSBAD

(REVISED 23 MAY 1995)

PROCEDURES.

The following procedures shall be employed by those associated with the recruitment, selection, and recommendation of candidates for faculty appointment at NMSU-Carlsbad. These procedures are offered as supplementary steps and guidelines to the policies and procedures provided in the University's *Administrative Policies and Procedures* manual, and in the University's publication titled, "Search Committee Handbook". The following procedures were adopted in the spring and summer of 1994 at NMSU-Carlsbad, and have been revised later to incorporate the suggestions provided by the faculty and administration who participated in the selection of new faculty during the summer of 1994.

STEP ONE: Soliciting Applications.

Initially, the need for new faculty is identified by the current faculty and the Associate Provost for Instruction. Funding for the new positions is approved by the Provost, in consultation with the Assistant Provost for Business and the Associate Provost for Instruction, and in communication with the College Advisory Board.

A job announcement for each new faculty position is drafted by the current faculty and the Associate Provost for Instruction, and is forwarded through the Provost to the Personnel Office at NMSU-Las Cruces for review, with regard to the announcement's compliance with personnel and EEO policies and procedures. Upon approval from the Personnel Office, ads to announce the positions and solicit applications are posted with a closing date in local and national publications, in accordance with the University's policies and procedures.

STEP TWO: Receiving, Logging, and Filing the Applications.

All applications are received by the Office of the Provost, and are forwarded initially to the Provost's Administrative Assistant and/or designated office staff for initial handling and processing. Each application is date-stamped upon receipt, and is reviewed to determine if all components of the application and required documents have been

received and placed in the file. Each applicant is informed that his/her application has been received, and is notified if components or documents are missing. In the event an application is found to be incomplete, the applicant shall be contacted by letter and encouraged to forward the missing items by a specific date if s/he wishes to be considered further for the position. Affirmative Action data are also collected voluntarily from the applicants.

All completed applications received by the Office of the Provost on or before the posted closing date, will be placed in locked files in the Provost's Conference Room (#112). All applications received after that date will be first screened by the Chair of the Committee to determine if they meet the minimum qualifications of the designated position(s); the applications of all qualified candidates will then be filed accordingly by position, again in the file cabinets in Room 112. The names of candidates whose applications are added to the files after the posted closing date, will be so recorded on a list to be updated and posted daily in Room 112. Only *complete* applications (*i.e.*, all required components have been received) will be inserted into the active files for consideration by the General Committee and the appropriate focus group.

Under no circumstances may the applicants' files be removed from Room 112, and under no circumstances may any person or people not directly named to the General Coordinating and Screening Committee or the designated focus groups (excluding the Provost, the Associate Provost for Instruction, and the Provost's Administrative Assistant and office staff) be permitted to examine or otherwise access any applicant's files, or the comments and recommendations made to the Provost or Associate Provost by the Committee and/or its focus groups.

**STEP THREE: *Screening the Applications and
Recommending the First Short List of
Qualified Candidates.***

The General Coordinating and Screening Committee will meet initially to review the process of selecting representatives (*i.e.*, chair of each focus group, and an alternate representative to participate in the absence of a chair), and to review the time line for screening the applications for candidates whose credentials and other qualities satisfy the minimum qualifications of the applicable position(s), as announced. The Committee will become familiar with the University's policies for recruiting, selecting and hiring faculty, as prescribed in the University's *Administrative Policies and Procedures* manual, as well as in the publication titled, "Search Committee Handbook". A copy of the *Manual* is available in the Provost's Office and in the NMSU-Carlsbad Library; a copy of the "Handbook" will be loaned, on a check-out basis, to the Chair of the General Committee, for circulation to each member, and to the chair of each focus group, again for circulation to each member.

The General Committee will initially screen all applications to determine if any candidates fail to meet the minimum qualifications posted in the respective position announcements. The Committee will then indicate

which candidates qualify, at least minimally, for further consideration; the Committee will indicate (i.e., using NMSU's de-selection code/s) why candidates, if any, do not qualify for further consideration, and will forward the candidate's (s') file(s) and rationale immediately and directly to the Associate Provost for Instruction. The Committee will then return the files of all qualified candidates to the file cabinet(s) in Room 112, and will officially invite and instruct the focus groups to begin reviewing the files applicable to their respective positions.

Each focus group will be responsible for creating an initial short list of eight (8) to ten (10) qualified candidates the group wishes to consider further, and for forwarding that list to the General Committee by a specific date; the number of applicants on each list may range from eight (8) to ten (10), and their full names should appear in alphabetical order by their surname(s) (i.e., not ranked).

STEP FOUR: *Developing Questions to Use in Interviewing References.*

The General Committee shall propose a uniform set of questions to be used in interviewing candidates' references. Such questions shall be created and proposed by the Committee's members, and reviewed with and approved by the Associate Provost for Instruction. The approved set of questions shall be used by all members when interviewing references. (See Attachment 1 for the questions used in previous reference interviews).

STEP FIVE: *Developing Questions to Use in Interviewing Candidates.*

The General Committee shall propose a uniform set of questions to be asked of all candidates during their on-site interviews with the General Committee and selected guests of the campus community. Such questions shall be created and proposed by the Committee's members, and reviewed with and approved by the Associate Provost for Instruction. (See Attachment 2 for the questions used in previous interviews between candidates and the General Committee).

Concurrently, each focus group will develop a standard set of questions to be asked of all candidates who will interview with their respective group. Each set of questions shall be forwarded to the Chair of the General Committee, and shall be reviewed with and approved by the Associate Provost for Instruction. (See Attachment 3 for the questions used in previous interviews between candidates and selected focus groups).

STEP SIX: *Developing Topic(s) to Addressed During the Teaching Demonstration.*

Each focus group will develop a specific question, lesson, or topic area, or a selection of the same, to be addressed or taught by each candidate

during a teaching demonstration to be held on campus as a part of a candidate's interview schedule. Each question, lesson, topic, or set of options, shall be forwarded to the Associate Provost for Instruction through the Chair of the General Committee. The question, lesson, topic, or set of options will be communicated by the Associate Provost or the Provost at the time candidates are invited to campus for their interviews.

STEP SEVEN: *Conducting the First Round of Reference Checks.*

Upon the receipt of the first short lists of candidates from each focus group, the General Committee will forward the same lists to the Associate Provost for Instruction, who will in turn direct the Provost's Administrative Assistant and/or designated office staff to inform the applicable candidates that they are being considered further, and that they will need to sign and return a printed release enabling the General Committee to begin checking their references. An example of the *Candidate Release Form* has been printed on page 24 of the "Handbook".

The General Committee will then conduct the first round of reference checks for those candidates who return a *signed Candidate Release Form*.

UNDER NO CIRCUMSTANCE, SHALL ANY GENERAL COMMITTEE MEMBERS OR THE CHAIR CONTACT AN APPLICANT DIRECTLY.

The Chair of the General Committee will meet with the Associate Provost for Instruction to review the results of the initial reference checks.

STEP EIGHT: *Ranking Candidates and Extending Invitations for On-Campus Interviews.*

Following the submission of the results of the initial reference checks to the Associate Provost, the Chair will call the General Committee to order for the purpose of developing a list of the top three candidates, and ranking by priority the names of three candidates on another list, so that the total number of candidates to be invited for interviews for each faculty position is six. All such lists shall be forwarded by the Chair to the Associate Provost for Instruction.

The Associate Provost for Instruction will meet with the Provost to conduct additional reference checks and to invite candidates to interview on campus. This set of questions shall be used by all members when interviewing references. (See Attachment 2 for the questions used by focus groups during previous on-campus interviews).

UNDER NO CIRCUMSTANCE, SHALL ANY FOCUS GROUP MEMBERS OR CHAIRS CONTACT AN APPLICANT DIRECTLY.

STEP NINE: *Preparations for the Candidates' On-Campus Interviews.*

The schedule of each candidate's interview will be posted and circulated on campus.

The General Committee and focus groups will be asked to generate lists of those advisory group members, members of the community, and/or students who should be extended special invitations to observe one or more candidates' teaching demonstrations or to participate in specific interviews. General invitations will also be posted across the campus to invite the public at large to observe the teaching demonstrations and to visit with the candidates at their open receptions.

Abbreviated resumes/vitae of the candidates will be prepared and distributed to members of the Committee, the focus groups, and to observers of the teaching demonstrations. Immediately in advance of their on-campus visits, the interview schedules and abbreviated resumes/vitae of the candidates will be distributed in the mailboxes of NMSU-Carlsbad's employees and student leaders.

The focus groups shall indicate to the Chair of the General Committee if they wish to have their candidates' teaching demonstrations video-taped. If video-taping is requested, the Chair of the General Committee will contact the NMSU-Carlsbad librarian and make arrangements for the same.

The Provost's Administrative Assistant and/or designated personnel will make arrangements for meals, refreshments, and rooms associated with the candidates' interviews and receptions. The Provost's Administrative Assistant and/or designated personnel will also assist the candidates in making travel and accommodation arrangements in association with their interviews on-campus.

The Chair of the General Committee will confer with the Associate Provost for Instruction regarding arrangements for meeting the candidates at the airport upon their arrivals to Carlsbad, for conducting their tours of campus and Carlsbad, and for their transportation to the airport for their departures from Carlsbad.

Score sheets for members of the Committee and focus groups to use during the interviews will be distributed to each member by the Associate Provost for Instruction immediately prior to each interview. (See Attachment 4 for a copy of the evaluation sheets used previously).

Prior to each interview, the members of the Committee and appropriate focus group(s), may collect a special folder of information from the Office of the Provost. Such files may contain confidential material, and so will be "checked-out" to members, and will need to be returned at the close of each interview day to the Office of the Provost.

STEP TEN: *Participation in Interviews.*

All members of the General Committee and applicable focus group(s), will be encouraged strongly to attend all interviews and teaching demonstrations so scheduled with each candidate. Each will also be encouraged to participate in the Committee and/or focus group discussions which follow the candidates' interviews and to provide input with regard to each candidate's strengths and weaknesses concerning suitability for hire into the applicable faculty position at NMSU-Carlsbad.

Each focus group shall caucus daily at the conclusion of their candidates' interviews to develop a composite list of strengths and weaknesses ascribed to each candidate interviewed that day; they will in turn submit their individual candidate evaluation sheets, as well as the composite sheet, to the Associate Provost for Instruction. A copy of the composite sheet shall be forwarded by the Associate Provost for Instruction, under confidential cover, to the Chair of the General Coordinating and Screening Committee for reference.

The General Committee shall caucus at the conclusion of each interview day to review the focus group's or groups' composite list(s) of the candidates' strengths and weaknesses. The Committee shall also create a composite list of each candidates' strengths and weaknesses, as evaluated by members of the Committee, and shall submit their individual candidate evaluation sheets, as well as the composite sheet, to the Associate Provost for Instruction.

All members of the General Committee and the designated focus groups are reminded that all discussions concerning candidates' qualifications and suitability for hire shall remain confidential and nonattributational in terms of recommending selected candidates for further consideration.

STEP ELEVEN: *Final Reference Checks on Candidates and Soliciting Candidates' Continued Interest in Being Considered for Faculty Appointments at NMSU-Carlsbad.*

At the conclusion of all interviews of candidates for a specific position, the Associate Provost for Instruction and the Provost will conduct final reference checks concerning the candidates, will solicit candidates' decisions on continuing to be considered for the position, and will make a recommendation for hire to the Dean through the Office of Personnel at NMSU-Las Cruces.

STEP TWELVE: *Approval of Search Procedures by Personnel and EEO at NMSU-Las Cruces, Extending Offers for Faculty Appointment, and Announcement of Hire.*

Upon the approval of the procedures employed during the search for qualified candidates for faculty appointment at NMSU-Carlsbad, the Provost will extend an offer for faculty appointment, upon receipt of the candidates' official college/university transcripts, and the Associate Provost for Instruction shall announce the hire of the successful candidates, and shall make arrangements for press releases of the same. The Associate Provost for Instruction will identify the specific courses to be taught by the new faculty hired, and will make arrangements for their office assignments and affiliation with a specific academic cluster. New hires shall be introduced to the faculty at large during the August faculty workshop scheduled prior to the start of classes for the Fall Semester.

**Roles and Responsibilities
of the Staff in the Office of the Provost.**

The Provost's Administrative Assistant and/or designated office staff will date-stamp, log, and file all applications. The same personnel will contact those candidates whose applications are incomplete, and will encourage them to send specific items as soon as possible if they still wish to be considered for the position(s).

Letters acknowledging the receipt of each candidate's application(s), as well as an indication of any missing materials, will be forwarded immediately to the applicant upon the initial receipt of his/her application. Affirmative action information will also be solicited voluntarily from each candidate.

Prior to the posted closing date of each position, the office staff will log and file all completed applications in the file cabinet(s) in Room 112. Following the posted closing date, new applications will be date-stamped, logged, and checked for "completeness"; applicants who have submitted incomplete applications will be so notified. Each complete file received after the posted closing date will be forwarded directly to the Chair of the General Coordinating and Screening Committee, who will check the qualifications of the candidate to determine if they meet the selected position's minimal requirements; those applications which do not meet the minimal requirements shall be returned directly to the Associate Provost for Instruction; those which do meet the minimal requirements shall be so logged on the list posted on the file cabinet(s) in Room 112 and shall be added to the files for further consideration by the focus groups and Committee.

Forms titled *Releases for Contacting References* will be mailed directly to the applicants for return to the Provosts' Administrative Assistant for filing. The Provosts' Administrative Assistant shall provide the Associate Provost for Instruction and the Chair of the General Committee with a daily log of those *Releases* received to date.

Composition and Responsibilities
of the General Coordinating and Screening Committee.

The General Coordinating and Screening Committee shall be served by those full-time, tenure-track faculty members who are currently contracted to teach through the first session and/or second session of the current summer semester.

The General Committee will be composed of its Chair, and the chair of each designated focus group. When a focus group's chair cannot attend, an alternate shall be contacted by that chair and invited to serve; in the event the Committee Chair cannot attend a meeting of the Committee, s/he shall designate a temporary, alternate from the Committee.

The General Committee will meet initially to screen all applications with regard to the candidates' abilities to meet the minimum qualifications described in the respective faculty position announcement(s). The Committee will then agree which candidates should be considered further, and will forward the names of those candidates to one of the appropriate focus groups, and retain the application files of the qualified candidates in the cabinet(s) in Room 112.

The General Committee will oversee the work of the designated focus groups, and will review the applications forwarded to it by each of the focus groups as viable candidates; this initial list of qualified and viable candidates may range from eight (8) to ten (10) candidates whose credentials and experiences best meet (or perhaps, in the case of a highly competitive pool, *exceed*) the minimum qualifications described in the respective faculty position announcement(s).

The General Committee will then conduct the initial round of reference checks, and will recommend, in concurrence with the appropriate focus group, a first list of three (3) top candidates (*i.e.*, from the group of 8 to 10 names forwarded earlier by that focus group) for each post. The initial list, when submitted to the General Committee, shall represent those candidates who should be invited to campus for an interview; a second, alternate list of three (3) candidates, ranked by preference, shall also be developed by each focus group and submitted to the Committee. A total of two lists (*i.e.*, top three candidates, and ranked alternate three candidates) per focus group should then be forwarded by the Committee to the Associate Provost for Instruction. Although the Committee and respective focus groups should only expect to actually interview three or four candidates per post, a prioritized list of three (3) additional candidates permits the campus to extend an invitation to the alternate candidates in the event candidates named in the first list of three decide to withdraw their names (*e.g.*, they've accepted another position) or

they cannot be reached after considerable effort has been expended to invite them. The General Committee is encouraged to only recommend those candidates who are qualified and in whom the Committee is genuinely interested; in the event only one or two candidates can be fully recommended, the Committee should only forward those names.

Composition and Responsibilities of Each Designated Focus Group.

One focus group shall be organized for each open faculty position. Each focus group shall consist of current full-time faculty and invited college instructors from the represented discipline and associated academic cluster. Participation shall be expected as a part of the regular committee workload for those under contract during the current summer session, and shall be considered voluntary for those not under contract during the current summer semester.

Service in a focus group is intended to provide the current faculty and college instructors of the respective discipline and associated academic cluster with the opportunity to have primary input on the selection of colleagues. Participation for those not under contract during the current summer semester shall be voluntary and will not carry monetary compensation; in the event fewer than two full-time faculty are able to serve in a specific focus group, the General Coordinating and Screening Committee will be expected assist or to conduct the screening of candidates on behalf of the focus group, and will be encouraged to invite other faculty from the affected discipline and associated academic cluster to participate.

Once the full set of received applications are screened by the General Coordinating and Screening Committee -- with regard to the receipt of the required documents and the candidates' abilities to meet the minimum qualifications described in the respective faculty position announcement(s), the candidates' names shall be forwarded to the appropriate focus group for further consideration.

Each focus group will review the qualified candidates' files in detail and will suggest a list of at least eight (8) (i.e., which may range to ten) candidates, listed in alphabetical order by last name(s), for whom they wish reference checks to be made by the General Committee.

Once the reference checks are made by the General Committee, each focus group shall confer with the Committee and shall compose a list of three, unranked names of the top "qualified" candidates, as well as a ranked, alternate list of three additional "qualified" candidates they would recommend be invited to campus for an interview; the lists may number less than three each if fewer qualified "top" and "alternate" candidates are found. When applicable and possible, a minimum of three candidates shall be invited by the Associate Provost for Instruction to interview on campus.

Prior to the Associate Provost for Instruction's invitation to candidates to interview, each focus group should also select the topic/lesson they would ask the candidate to address or teach in their teaching demonstration.

During and after the interviews, the campus community at large shall be invited to provide input to the focus group. Following each candidate's on-campus interviews, the appropriate focus group shall meet to review their members' impressions and to create a composite list of each interviewed candidate's strengths and weaknesses as regards his/her suitability for a faculty appointment at NMSU-Carlsbad. Each focus group member's evaluation sheets, as well as the composite evaluation list(s), shall be forwarded by the focus group's chair directly, and under confidential cover, to the Associate Provost for Instruction; a copy of the composite evaluation shall be forwarded by the Associate Provost for Instruction to the Chair of the General Committee. At the close of all on-campus interviews for a given faculty position, and prior to reading the composite list of characteristic strengths and weaknesses of each candidate--as created by the focus group--is read, the Chair of the General Committee shall call a meeting of the Committee to create a composite list of each candidate's strengths and weaknesses. Next, the focus group and/or the chair of the group shall meet with the General Committee to discuss the qualities of the acceptable candidates and to determine if any should be cut from the final list of recommended candidates. Together, the focus group chair and Committee shall create an unranked list of names of the acceptable candidates for each position. The same shall be forwarded to the Associate Provost for Instruction.

Timelines.

The time lines for screening and recommending candidates for faculty positions at NMSU-Carlsbad shall be recommended by the General Coordinating and Screening Committee, and approved by the Associate Provost for Instruction and the Provost.

Attachments: 4

CHRON: INST 95-x
INST/Search Comm/23MAY95

ATTACHMENT 1

Name of Candidate_____ of Reference_____

Person obtaining reference_____

Questions for Candidate's References

1. How long have you known this person?
2. In what capacity have you known this candidate?
3. Would you list the strengths this candidate possesses.
4. Could you list any weaknesses this candidate might possess.
5. What words might students use to describe this candidate?
6. Does the candidate have experience with assessment or accreditation?
7. Does the candidate have any special skills which would make them particularly attractive to a community college of 1200 students?
8. To the best of your knowledge, is this candidate reliable in regard to class attendance and punctuality, to scholastic preparation?
9. What examples can you cite of this persons's ability to reconcile conflicts with/between students, colleagues, others?
10. Can you cite examples of this candidate's abilities to work cooperatively with groups (students, colleagues, community groups)?
11. Are you aware of any examples of this person's ability to create or develop innovative solutions to problems?
12. If you were making this decision, would you hire this person for our size and scope of institution?

search

ATTACHMENT 2

Candidate: _____ Date: _____

Position: _____

GENERAL AND STANDARD QUESTIONS
TO BE ASKED OF *ALL* CANDIDATES
BY THE GENERAL SCREENING COMMITTEE

NEW MEXICO STATE UNIVERSITY AT CARLSBAD
POSITIONS 808 through 812
28 July - 10 August, 1994

Members present during interview (please cross-out names of absent members):

Fred Bloss, Karenann Caldwell, John D'Mura, Karen Gragg, Fazal Haq, Larry Lundsford, Judy Moore, Bill
Murrill, Ruth Schnoor, Sharon Souter, Barbara Stafford, and David Swenson.

Name of member completing this form: _____

1. Tell us what you know about New Mexico State University at Carlsbad and the position for which you are applying. (This is an opportunity to correct any misinformation before the interview begins.)

(Members may also wish to ask: Have you had any prior association with NMSU-C or its staff?)

What initial questions do you have about the college or the position?

2. Tell us your strengths as a candidate for this position.

BEST COPY AVAILABLE

3. Tell us what areas of professional development would be of interest to you in order to enhance your breadth and/or depth of knowledge in your discipline.
4. Tell us what areas of professional development would be of interest to you in order to enhance your teaching abilities in the same discipline.
5. What words might *students* use to describe you as a teacher? As a mentor?
6. What words might *colleagues* use to describe you as a teacher? As a member of the faculty?
7. How would *students and faculty* describe your scholastic preparation and management of your classes (e.g., class attendance, punctuality, academic rigor, and availability for consultation)?
8. Have you had experience(s) in developing and/or implementing student outcomes assessment plans or activities? If applicable, please explain your role and accomplishments.

9. Have you had experience(s) in preparing reports and related materials for a professional or regional visit by an accrediting body? If so, please explain your role and the outcome(s) of the visit(s).
10. How would you, or how have you reconciled conflicts between yourself and students, or between students, or between students and other colleagues, or between colleagues?
11. Tell us about your abilities, and experiences if any, to work cooperatively with groups (e.g., students, colleagues, and community).
12. Tell us about your abilities, and experiences if any, to create or implement innovative solutions to problems associated with the teaching and learning environments.
13. If you were in our role as members of the screening committee, tell us how we should appropriately weigh your strengths in relation to the needs of a community college and branch campus of NMSU-C's size and scope of instruction.
14. Do you have any additional questions of us?

Please note other questions asked by members of the committee, and the candidate's responses, on the back pages of this form. Thanks.

INST G. Questions/Screening Comm.

ATTACHMENT 3

Candidate: _____ Date: _____

Position: _____

**GENERAL AND STANDARD QUESTIONS
TO BE ASKED OF *ALL* CANDIDATES
BY THE FOCUS COMMITTEES**

NEW MEXICO STATE UNIVERSITY AT CARLSAD
POSITIONS 808 through 812
28 July - 10 August, 1994

Name of member completing this form: _____

1. Tell us a little about yourself, and why you are interested in this position?
2. What is your teaching experience? What other experiences qualify you for this position?
3. Give us some examples of how you helped students develop an interest in your discipline. Explain the techniques you use.
4. What are your achievements in curriculum development, if any? What means did you use to accomplish them?
5. What is your favorite teaching technique? Your favorite style?
6. How do you assess your students' academic progress? Have you utilized any special outcomes assessment measures or activities?

7. How do you motivate students in your class?
8. What motivates you to do your best work? In what kind of environment does this occur?
9. What assistance do you provide for students in your class who are consistently receiving lower than average scores?
10. What special skills or abilities could you bring to NMSU-C that would be assets?
11. Name the committees on which you have served in the higher education, and describe the impact that these committees have had on the institution.
12. Give an example of how you have worked with other faculty members to solve a problem of common concern.
13. Discuss your service with student groups and identify those activities in which you participated and most influenced students.
14. Describe your experience, if any, in teaching multi-ethnic and multi-cultural students.
15. Describe your experience in dealing with adult learners.
What difference, if any, have you found in teaching the adult learner vs. the student immediately out of high school?

16. If you were the administrator, what qualities, experiences, and credentials would you hope to find in a faculty member?
17. Identify your greatest strength, and your greatest weakness in teaching and serving as a faculty member.
18. How would you or how have you settled conflicts with students?
19. What is your philosophy regarding the role of a faculty member in the governance of the college community?
20. How do you deal with personal stress?
21. How do you anticipate adjusting to living in Carlsbad?
22. What questions do you have of us?

Please note other questions asked by members of the committee, and the candidate's responses, on the back pages of this form. Thanks.

INST G. Questions/Focus Comm.

ATTACHMENT 4

CONFIDENTIAL

CANDIDATE RATING SHEET

(To Be Completed by the Chair,
at the Conclusion of Interviews,
with Consensus
of the Participating Committee Members)

Candidate's Name: _____ Position Title/Number: _____
Date of Interview: _____ Committee Name: _____
Name of Chair: _____

_____ Unacceptable for Further Consideration. Indicate reason/ de-selection code:

_____ Acceptable.

Indicate strengths:

Indicate weaknesses:

List of Committee members participating in interview(s) of this candidate:

Signatures of chair and participating committee members who concur with this evaluation and recommendation:

Date: _____

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Additional comments:

APPENDIX VIII, *UPDATE REPORT*

74

North Central Association of Colleges and Schools
Commission on Institutions of Higher Education
159 N. Dearborn, Chicago IL 60601 312/263-0456; 800/621-7440

Basic Institutional Data Form A

PART 1 - FULL-TIME ENROLLMENT

Opening Fall FTE Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: _____ No updates

FORMULA USED BY INSTITUTION TO COMPUTE FTE: _____

		Two Years Prior	One Year Prior	Current Year
UNDERGRADUATE		19 ____ - ____	19 ____ - ____	19 ____ - ____
Freshman	Bachelor's oriented (Definition I-A & B)			
	Occupationally oriented (Definition I-C)			
	Undeclared (Definition I-D. Jr. or Community Colleges only)			
Sophomore	Bachelor's oriented (Definition I-A & B)			
	Occupationally oriented (Definition I-C)			
	Undeclared (Definition I-D. Jr. or Community Colleges only)			
Junior				
Senior				
TOTAL UNDERGRADUATE				
GRADUATE				
Master's				
Specialist				
Doctoral				
TOTAL GRADUATE				
PROFESSIONAL (by degree)				
TOTAL PROFESSIONAL				
OTHER				
TOTAL ALL LEVELS				

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

(4)

75

Edition 5; September 1991

Basic Institutional Data Form A

PART 2 - PART-TIME ENROLLMENT

Opening Fall FTE Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: _____ No updates

FORMULA USED BY INSTITUTION TO COMPUTE FTE: _____

		Two Years Prior		One Year Prior		Current Year	
		19 ____ - ____		19 ____ - ____		19 ____ - ____	
UNDERGRADUATE		Resident	Extension	Resident	Extension	Resident	Extension
Freshman	Bachelor's oriented (Definition I, A & B)						
	Occupationally oriented (Definition I, C)						
	Undeclared (Definition I-D, Jr. or Community Colleges only)						
Sophomore	Bachelor's oriented (Definition I, A & B)						
	Occupationally oriented (Definition I, C)						
	Undeclared (Definition I-D, Jr. or Community Colleges only)						
Junior							
Senior							
TOTAL UNDERGRADUATE							
GRADUATE							
Master's							
Specialist							
Doctoral							
TOTAL GRADUATE							
PROFESSIONAL (by degree)							
TOTAL PROFESSIONAL							
OTHER							
TOTAL ALL LEVELS							

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

Basic Institutional Data Form A

PART 3 - FULL-TIME EQUIVALENT ENROLLMENT

Opening Fall FTE Enrollment for Current Year and Previous Two Years

Name of institution/campus reported: New Mexico State University at Carlsbad

FORMULA USED BY INSTITUTION TO COMPUTE FTE: annual FTE = 30

	Two Years Prior	One Year Prior	Current Year
	19 ____ - ____	19 ____ - ____	19 ____ - ____
UNDERGRADUATE (See definitions I.A thru D)			SP 95 = 580.20
GRADUATE (See definition II)			N/A
PROFESSIONAL (See definition III)			N/A
UNCLASSIFIED (See definition VI)			SP 95 = 49.67
TOTAL			SP 95 = 629.87

Basic Institutional Data Form A

PART 4 - OTHER SIGNIFICANT INSTITUTIONAL ENROLLMENTS

(e.g., non-credit, summer session, other)

Most Recent Sessions and Previous Two Years

Identify types of enrollment reported: Summer session

	Two Years Prior	One Year Prior	Current Year
	19 ____ - ____	19 ____ - ____	19 ____ - ____
TOTAL UNDERGRADUATE			SU 95 = 87.73
TOTAL GRADUATE			
TOTAL PROFESSIONAL			
TOTAL NON-CREDIT CONTINUING EDUCATION ENROLLMENTS (headcount)			
TOTAL NON-CREDIT REMEDIAL AND DEVELOPMENTAL ENROLLMENTS (FTE)			
TOTAL OTHER			
TOTAL			

Basic Institutional Data Form B

PART 1 - STUDENT ADMISSIONS

Opening Fall Enrollment for Current Academic Year and Previous Two Years

Name of Institution/campus reported: New Mexico State University at Carlsbad

Provide as much of the following information as is available about applicants for admission in the current and previous two academic years. If exact figures cannot be supplied, careful estimates may be given. Students enrolled in a previous year should not be included as applicants in a subsequent year.

Check if appropriate: ☒ Open Admissions Institution

	Two Years Prior	One Year Prior	Current Year
FRESHMAN	19 ____ - ____	19 ____ - ____	19 ____ - ____
Number of applicants with complete credentials for admission to the freshman class			SP 95 = 76
Number of applicants accepted			SP 95 = 76
Number of freshmen applicants actually enrolled			SP 95 = 76
TRANSFER			
Number of applicants with complete credentials for admission with advanced standing (transfer)			SP 95 = 55
Number of advanced-standing undergraduate applicants accepted			SP 95 = 55
Number of advanced-standing undergraduate applicants actually enrolled			SP 95 = 55
MASTER'S	N/A	N/A	N/A
Number of applicants with complete credentials for admission to master's programs			
Number of applicants accepted for master's programs			
Number of applicants actually enrolled in master's programs			
SPECIALIST	N/A	N/A	N/A
Number of applicants with complete credentials for admission to specialist programs			
Number of applicants accepted for specialist programs			
Number of applicants actually enrolled in specialist programs			

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

North Central Association of Colleges and Schools
Commission on Institutions of Higher Education
159 N. Dearborn, Chicago IL 60601 312/263-0456; 800/621-7440

Basic Institutional Data Form B - Part 1 Continued

Name of institution/campus reported: New Mexico State University at Carlsbad

	Two Years Prior	One Year Prior	Current Year
	19 ____ - ____	19 ____ - ____	19 ____ - ____
DOCTORAL N/A			
Number of applicants with complete credentials for admission to doctoral programs			
Number of applicants accepted for doctoral programs			
Number of applicants actually enrolled in doctoral programs			

N/A		Two Years Prior	One Year Prior	Current Year
PROFESSIONAL	Report by degrees	19 ____ - ____	19 ____ - ____	19 ____ - ____
Number of applicants with complete credentials for admission to professional programs				
Number of applicants accepted for professional programs				
Number of applicants actually enrolled in professional programs				

Basic Institutional Data Form B

PART 2 - ABILITY MEASURES OF FRESHMEN

Name of institution/campus reported: New Mexico State University at Carlsbad

Specify quarter/semester reported: Summer 1995

Check if appropriate: ☐ No scores used or routinely collected

A. Class ranking of entering freshmen		N/A
Percent in top 10% of high school class		
Percent in top 25% of high school class		
Percent in top 50% of high school class		
Percent in top 75% of high school class		

B. SAT scores for entering freshmen		
	Verbal	Math
Class average SAT score	472	474
Percent scoring above 500	34	27
Percent scoring above 600	14	14
Percent scoring above 700	N/A	N/A

C. Mean ACT scores for entering freshmen	
Composite	18.8
Mathematics	16.9
English	18.7
Natural Sciences	19.1
Social Studies	N/A
Reading	19.9

D. Other tests used for admission or placement	
Test name	ASSET Placement
Mean or composite	
Range	

Basic Institutional Data Form B

PART 3 - ABILITY MEASURES OF ENTERING GRADUATE STUDENTS

(Report for last full academic year)

N/A

A. Graduate Record Examination	Range
(for total Graduate School excluding professional schools)	High Low
B. Miller Analogies Test	Range
(for total Graduate School excluding professional schools)	High Low
C. On a separate sheet, indicate other test data used for admission to professional programs.	

North Central Association of Colleges and Schools
Commission on Institutions of Higher Education
159 N. Dearborn, Chicago IL 60601 312/263-0456; 800/621-7440

Basic Institutional Data Form B

PART 4 - UNDERGRADUATE STUDENT FINANCIAL AID

(Report for last full fiscal year)

Name of institution/campus reported: New Mexico State University at Carlsbad

SOURCE OF FUNDING		TOTAL \$ AMOUNT	NO. OF STUDENTS AIDED
FEDERAL	Grants and Scholarships	581,309	343
	Loans	533,741	155
	Employment	6,240	3
STATE	Grants and Scholarships	252,630	349
	Loans	13,750	6
INSTITUTIONAL	Grants and Scholarships	0	0
	Loans	0	0
	Employment/State	62,922	34
FROM OTHER SOURCES	Grants and Scholarships	75,896	121
	Loans	0	0
Unduplicated number of undergraduate students aided			523
Number of students receiving institutional athletic assistance			0
Percentage of institutional aid for athletic assistance			0

PART 5 - GRADUATE AND PROFESSIONAL STUDENT FINANCIAL AID

(Report for last full fiscal year)

SOURCE OF FUNDING		TOTAL \$ AMOUNT	NO. OF STUDENTS AIDED
FEDERAL	Grants and Fellowships	N/A	
	Loans	N/A	
	Employment	N/A	
STATE	Grants and Fellowships	N/A	
	Loans	N/A	
INSTITUTIONAL	Grants, Fellowships, Asst.	N/A	
	Loans	N/A	
	Employment	N/A	
FROM OTHER SOURCES	Grants, Fellowships, Asst.	N/A	
	Loans	N/A	
Unduplicated number of graduate students aided		N/A	

Basic Institutional Data Form D

FINANCIAL INFORMATION

Name of institution/campus reported: No changes from previous information audited 94-95.

Information will not be available until November 15, 1995. Don Hansen *DH*

The purpose of this form is to obtain an accurate picture of the institution's fiscal status. The form requests Balance Sheet data, including Assets, Liabilities and Fund Balances, and Current Funds Revenues, Expenditures, and Other Changes for three years. It asks for information on Institutional Indebtedness and for a Summary of Major Cash Flows (Non-recurring Cash Outflows, Recurring Cash Outflows, and Non-recurring Cash Inflows) for the last complete fiscal year and the current fiscal year, along with those projected for the next fiscal year.

The institution's audit materials lend themselves readily to the completion of this report.

Fill in each item in the report form, using zero where there is nothing to report. Please give totals for checking purposes. Enter figures to the nearest dollar.

An institution maintaining separate corporations for the management of service enterprises (dormitories, bookstores, athletics, etc.) or for other purposes should include the operations of such corporations in this report.

Please provide the following information:

1. The institution's fiscal year is _____
2. Indicate here ☐ if the fiscal year has been changed during the three year reporting period
3. Income is reported on ☐ cash basis or ☐ accrual basis
4. Expenditures are reported on ☐ cash basis or ☐ accrual basis

Cash basis: Items are reported as income and as expenditures only when cash is received or made available to the institution and when it is paid out.

Accrual basis: Income is taken into the accounts as it becomes due the institution or when a bill is rendered; expenditures are taken into the accounts when obligations are incurred.)

New Mexico State University at Carlsbad
1500 University Drive
Carlsbad, New Mexico 88220
Telephone (505) 885-8831
Fax (505) 885-4951



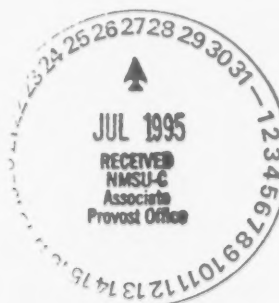
TO: Dr. Cowen

FROM: Don Hansen *DH*

DATE: July 27, 1995

SUBJECT: Request for Financial Data

The financial data requested on Form D of the Basic Institutional Data Forms will not change from the information previously provided. Audited financial statements for 1994-1995 fiscal year will not be available until November 15, 1995.



North Central Association of Colleges and Schools
Commission on Institutions of Higher Education
159 N. Dearborn, Chicago IL 60601 312/263-0456; 800/621-7440

Basic Institutional Data Form E

LIBRARY / LEARNING RESOURCE CENTER

Report for current year and previous two years • Estimate if necessary

Name of institution/campus reported: _____

☐ Check here if you have specialized libraries and you are not including them in these data. If you are not, please identify the specialized libraries on the back of this sheet.

	Two Years Prior	One Year Prior	
	19 ____ - ____	19 ____ - ____	19 94 - 95
A. USE AND SERVICE (LIBRARY HEADCOUNT)			(31,057)
Use of collection (number of books or materials in circulation annually among students or faculty divided by the number of students enrolled or faculty (FTE)):	(Total of <u>all</u> items circulated divided by student and faculty FTE):		(8.09)
Student use of book collection			3.79
Student use of reserved books			0.28
Student use of non-print materials (non-print media units—film strips, tapes, etc.—used annually in the library/center or checked out)			1.18
Faculty use of the collection			16.42
Use of other collections through interlibrary loan			1,651
Hours open per week			57
On-line/CD-ROM data base searches per typical week			143
Presentations to classes/groups per typical week			1
B. COLLECTIONS			
Number of volumes			22,481
Volumes added during the year			533
Number of physical units of microforms (especially microfiche and microfilm)			370
Number of microforms added during the year			18
Number of titles of non-print media (i.e., films, film-loops, filmstrips, slides, video-tapes, and disc and tape recordings)			1,195
Number of titles of non-print media added to the collection during the year			74
Number of serials purchased (including periodicals)			259
Government documents not reported elsewhere			-0-
Number of machine-readable titles			8
Number of other (non-periodical) serial titles			-0-

North Central Association of Colleges and Schools
Commission on Institutions of Higher Education
159 N. Dearborn, Chicago IL 60601 312/263-0456; 800/621-7440

Basic Institutional Data Form E

LIBRARY / LEARNING RESOURCE CENTER (continued)

Name of institution/campus reported: _____

		Two Years Prior	One Year Prior	
		19 ____ - ____	19 ____ - ____	19 <u>95</u> - <u>96</u>
C. STAFF				
Number of FTE professional staff				1.0
Number of FTE non-professional staff (excluding students)				2.5
Number of FTE student assistants				1.5
Number of contributed services staff				-0-
D. FACILITIES :No significant changes since Dec. 31, 1995.				
Ratio of current library seating to total student body				
Number of public service terminals				
Estimated linear shelving space remaining for expansion				
Estimated linear feet of materials stored off-site				
E. EXPENDITURES				
Total salaries (excluding fringe benefits) of professional staff				36,917
Total salaries (excluding fringe benefits) of non-professional staff (excluding students)				50,303
Total salaries (excluding fringe benefits) of student assistants				
Expenditures for local collection	Printed materials	All categories of library materials:47,810		
	Serials			
	Microforms			
	Machine-readable materials			
Expenditures for binding and preservation				
Expenditures for on-site production of materials				
Expenditures for off-site production of materials				
Expenditures for access and other services (X box to indicate contracted services)	Resource sharing agreement ☐			
	Telecommunications & networks (such as OCLC, RLIN, etc.) ☐			
	On-line data base searches ☐			
	Computing (hardware/software) ☐			
Other operating expenditures (including replacement of equipment and furnishings but excluding all capital outlay)				33,275
TOTAL LIBRARY EXPENDITURES				168,305

APPENDIX IX, *UPDATE REPORT*

New Mexico State University at Carlsbad

